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ABSTRACT

The Florida Statewide Assessment Program, defined by the 1976 Educational Accountability Act, collects and disseminates information on the effectiveness of its school systems to help its students achieve minimum performance standards (MPS) in mathematics, reading, and writing tasks. The 1980-81 regular assessment involved approximately 460,000 public school students in grades 3, 5, 8, 11, and 12. Students were tested on the State Student Assessment Test, Part I (SSAT-I), in October 1980. The State Student Assessment Test, Part II (SSAT-II), was administered to 10th grade students in April 1981. SSAT-I is a test of basic skills, while SSAT-II is a test of the application of the basic skills to practical solutions. The reliability and dependability of the tests were monitored through the use of the Kuder-Richardson Formula 20 index (coefficient) of reliability and the Brennan-Kane Index of Dependability procedures. The tests were judged to have high internal consistency reliabilities and high dependability indices. Mastery of MPS was fairly uniform across grade levels and subject areas. MPS criteria, number of skills and items, and descriptions of the raw score data are contained in the appendices. (Author/PN)

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1980-81 TECHNICAL REPORT

Student Assessment Section
Bureau of Program Support Services
Division of Public Schools
Department of Education
Tallahassee, Florida 32301

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CHAPTER I

DESCRIPTION OF THE FLORIDA STATEWIDE ASSESSMENT PROGRAM

Introduction

A high priority goal of the Florida educational system is facilitating all students' acquisition of those skills necessary to perform basic reading, writing, and mathematics tasks. The purpose of the Statewide Assessment Program, as defined by the 1976 Educational Accountability Act, is the collection and dissemination of information on the extent to which the State, school districts, and schools achieve this goal. In exercising this role, the Program provides a continually expanding data base for the educational leaders of the State.

Since its inception, the Statewide Assessment Program has experienced some modifications, all of which are designed to increase its effectiveness in achieving the role defined for it by the Accountability Act. Perhaps the two most important changes have been those affecting the scope of the Program and the nature of the educational objectives assessed.

Beginning with the October, 1977 assessment, the scope of the program was expanded to include grades 8 and 11 as well as grades 3 and 5. The grade 11 test is divided into two parts--the State Student Assessment Test, Part I and the State Student Assessment Test, Part II (SSAT-II). The former is simply a test of basic skills, while the latter is a test of the application of the basic skills to practical situations.

Originally, the SSAT-II constituted a graduation requirement, and the students would not receive a regular high school diploma if the test had not been passed. This requirement was delayed until 1982-83 through an injunction brought by the Debra P. vs. Turlington court case.

In April, 1977, the State Board of Education adopted minimum performance standards for grades 3, 5, 8, and 11. These standards, which were developed by the Department of Education with wide involvement of local district educators across the State, describe desired minimum expectations for each student. The standards were revised in May, 1979, and will become effective for the 1985-86 assessment.

Several skills relate to each minimum performance standard. Standards and skills for all grades including the grade 11 SSAT-II are listed in Appendices A, B, and C of the publication A Guide to 1980-81 Statewide Assessment Results (1980, pp. 21-36).

The 1980-81 regular assessment involved approximately 460,000 public school students in grades 3, 5, 8, 11, and 12 with the exception of some students or groups of students who were exempted. Twelfth grade students involved were either new students in the Florida system or students retaking one or both sections of SSAT-II.

Description of the Assessment Tests

The assessment instruments are achievement tests designed to measure student attainment of certain mathematics, reading and writing minimum performance standards and the skills which comprise each standard. The numbers of skills and items used to measure each minimum performance standard are summarized in Tables B-1 and B-2 of Appendix B.

One test booklet was used for grades 3, 5, and 8, and two booklets for grade 11. The grade 3 booklet was machine-scorable, enabling pupils at this level to mark their responses directly in the booklet. A separate answer folder was used for the grades 5, 8, and 11 tests. The grade 11 answer folder was used for both SSAT-I and SSAT-II.

Assessment booklets for grades 3, 5, 8, and 11 (SSAT-I and II) were composed of two parts. The first part included the reading and writing items under the label "Communication Skills" and the second part included the mathematics items.

Items making up the tests for each of the grade levels were either part of previous regular assessments or field-tested and validated during prior assessments. All test items were developed through the same basic procedure. Contractors were hired to draft items according to test specifications (see Figure 1 for an example) provided by the Department. After review by the Department staff and local district educators, the items were field-tested through special statewide field tests. After a second thorough review, the items were added to the available pool of replacement items.

Field tests of experimental items were conducted through administration to a sample of students. The results were stored in various computer files maintained in the offices of the Student Assessment Section. Student performance on these experimental test items is not part of this Technical Report.

Preventing Bias in Test Items

To prevent bias in the Statewide Assessment Programs tests, specific steps are taken by the Department of Education which will lessen the possibility of biased items being created and will provide for a second check for bias after the items are used. Those steps are described below.

Each item-writing contractor is required to have the test items examined by educators who are qualified to review and critique test items for sex, race, and ethnic bias. After the items have been critiqued and modified by the contractor, the Department of Education conducts a formal review of the items through item review conferences. The item review conference participants are educators from Florida who have been identified as highly competent in reviewing test items.

FIGURE 1

EXAMPLE OF ITEM SPECIFICATIONS

GRADE: 5: Mathematics F-11

STANDARD: F: The student will add whole numbers.

SKILL: 11: Add four 3-digit numbers, with regrouping.

CLARIFICATION OF SKILL: The problem will be given in horizontal or vertical notation.

STIMULUS ATTRIBUTES

A. Format - Addition problem in either:
   1. Horizontal notation; or
   2. Vertical notation.

B. Numbers
   1. Four 3-digit whole numbers; and
   2. Chosen such that at least 1 regrouping is necessary.

C. Directions - Add.

RESPONSE ATTRIBUTES

A. Format - Whole numbers.

B. Options
   1. Correct response; and
   2. Addition fact error; and/or
   3. Failure to add one or more of the numbers that are carried; and/or
   4. Using a number plus zero equals zero; and/or
   5. If horizontal notation, use the sum of the first two or three numbers; and/or
   6. Writing partial sum(s) in the answer instead of carrying.

SAMPLE ITEM

1. Add: 305 + 781 + 230 + 569 =

   (5) A. 1,086
   (3) B. 1,775
   (3) C. 1,875
   (1) D. 1,885

2. Add:
   480
   309
   451
   + 947

   (4) A. 2,000
   (3) B. 2,077
   (1) C. 2,187
   (2) D. 2,188

The group is typically composed of teachers, principals, curriculum experts, and university faculty members. The item review conference participants are asked to examine each item to be sure no item is written in a manner that is biased against any students, because of their race, sex, ethnicity, or geographic region. Items that are found to be faulty are either discarded or rewritten to remove any objectionable characteristics.

After the tests are administered, the items are statistically analyzed as a further search for evidence of bias. This is accomplished by examining scatterplots of various subgroups (male vs. female, black vs. white, Hispanic vs. white). Any items which deviate from the group patterns are carefully examined to determine if there is some race, sex, or language basis for the items to behave as they have. If changes seem appropriate, the items are either modified or deleted.

Equating Procedures

The State Student Assessment Tests from year to year are intended to be of equal difficulty. New test forms are developed through use of test items that appeared on previous test forms and experimentally field-tested items. About 30-40% of the items on a form are renewed with each administration.

Equal difficulty of all the basic skills test forms is accomplished by the selection of items for inclusion in a new test that are of similar difficulty to items being removed (or "substituted out") from the previous test form. The items also are matched to the particular dimension of the skill being measured. Since it seldom occurs that two items have precisely the same difficulty (p-value) items are "substituted in" if their p-value is within $\pm$ 2.0 standard errors of the item which is being "substituted out". As a general rule, no more than two items per skill would be renewed at any given time. By repeating the process of substituting items that 1) measure the same skill dimensions and 2) are of similar difficulty, "new" test forms will be of approximately the same difficulty as the "old" forms.

For the SSAT-II tests, items are selected for substitution on the basis of Rasch item calibrations anchored on the October 1978 test difficulty, instead of p-values.

Growth in achievement is checked, post hoc, by performing linear equating analyses on the data. Inspection of this information reveals how much growth has taken place from one administration to the next after differences in the test questions are considered.

Administration Procedures

The Florida Department of Education administered the 1980-81 Statewide Assessment Program through a district coordinator in each of the State's 67 school districts. District coordinators designated and trained school coordinators; coordinated the scheduling of testing dates within the period of October 6-17, 1980, including completion of make-up testing; maintained materials control; and accounted for and disposed of SSAT-II booklets. In the interest of maintaining maximum security of the latter, no copies of the SSAT-II booklets were left in the school districts.

At the school level, school coordinators were responsible for the control of all assessment materials within their schools, the training of test administrators,

and the supervision of test administration. In most instances, test administrators were either classroom teachers or guidance counselors.

The organizational network through which the assessment program was conducted is shown in Figure 2. Manuals were provided by the State Department of Education for all personnel involved in conducting the assessment. District and school coordinators were provided a common manual and separate manuals were provided for test administrators. In addition, a manual detailing administration procedures for experimental forms was provided to personnel administering those forms.

The 1980-81 regular assessment involved approximately 460,000 public school students in grades 3, 5, 8, 11, and 12. Some students were exempted from testing. In general, students exempted from the regular assessment included those enrolled in English-speaking public schools less than two years; students with temporary emotional or physical problems; and some students classified as "exceptional" whether or not enrolled in a special program. Visually Impaired students, while exempted from the regular assessment, participated in a special assessment which took place during the regular testing period. Specific guidelines for exemptions may be found in the 1980-81 Test Administrator's Manual and the District Coordinator/School Coordinator Manual.

The number of students assessed and the number of schools participating at each grade level are presented in Table 1.

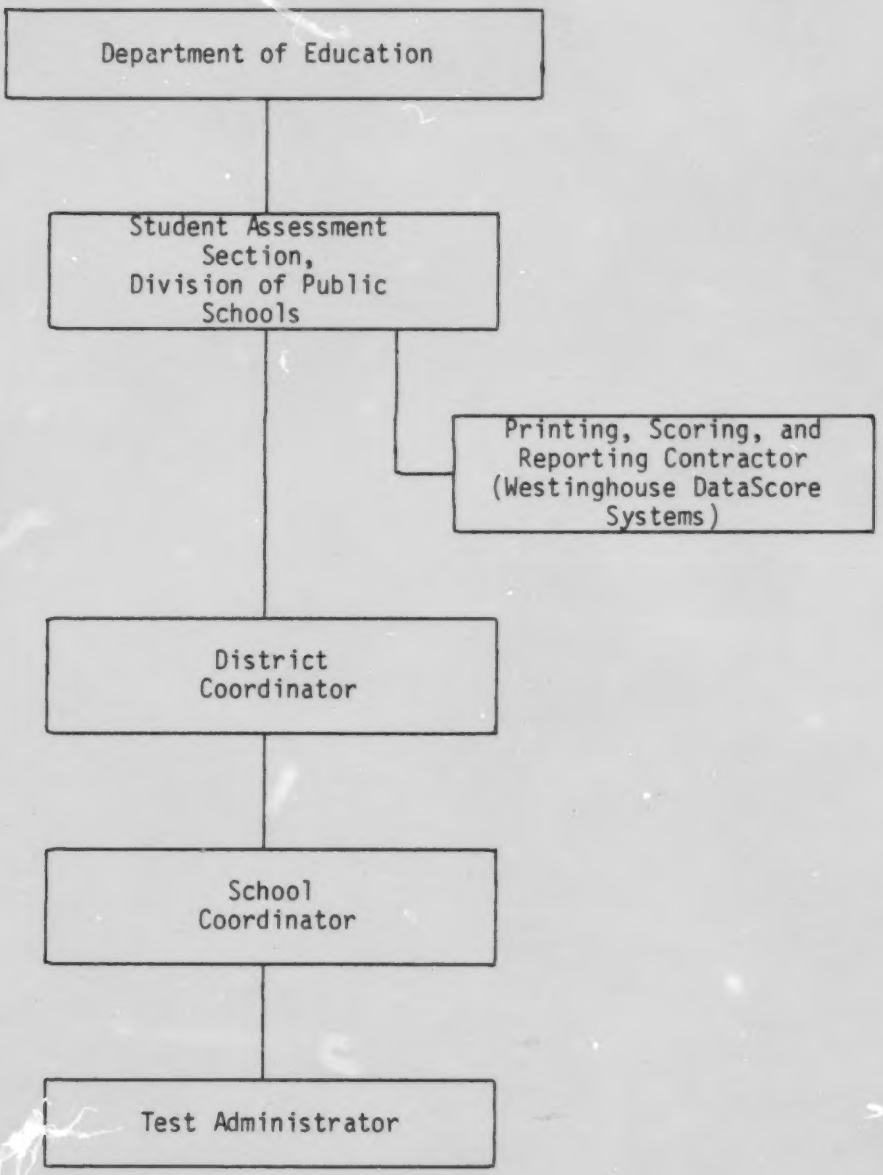
TABLE 1

NUMBER OF STUDENTS AND SCHOOLS
PARTICIPATING IN THE OCTOBER 1980 ASSESSMENT

Grade	Number of Students	Number of Schools
3	112,415	1,200
5	116,681	1,186
8	111,282	464
11	106,463	367
12	15,925	341

FIGURE 2

THE ORGANIZATIONAL NETWORK OF THE
FLORIDA STATEWIDE ASSESSMENT PROGRAM


Department of Education
Student Assessment Section, Division of Public Schools
Printing, Scoring, and Reporting Contractor (Westinghouse DataScore Systems)
District Coordinator
School Coordinator
Test Administrator

As in previous years, the tests were not timed, in an attempt to assure that each student could attempt all items. At the third grade, the entire test was administrator-paced, with all items being read to the students. A summary of the approximate time required for test administration in average classes across grade levels is presented in Table 2. However, actual times varied according to the students' abilities.

TABLE 2

SUMMARY OF APPROXIMATE TIME REQUIRED FOR TEST ADMINISTRATION

Grade	Section No.	Subject	Number of Items	Estimated Time For Average Classrooms	
				Testing	Preparation
3	1 & 2	Comm. Skills	80	60 min.	10 min.
	3 & 4	Math	68	50 min.	5 min.
5	1	Comm. Skills	121	60 min.	5 min.
	2	Math	117	60 min.	5 min.
8	1	Comm. Skills	153	50 min.	5 min.
	2	Math	115	50 min.	5 min.
11 Basic (SSAT)	1	Comm. Skills	116	45 min.	5 min.
	2	Math	88	45 min.	5 min.
SSAT-II	1	Comm. Skills	60	60 min.	5 min.
	2	Math	60	60 min.	5 min.

CHAPTER II

PSYCHOMETRIC CHARACTERISTICS OF THE ASSESSMENT TESTS

Without knowledge of the psychometric characteristics of the assessment tests, it would be impossible to evaluate the extent to which use of the tests was appropriate. Characteristics, knowledge of which would facilitate such an evaluative process, include validity, dependability and reliability, and item discriminating power. Each of these characteristics of the Florida Statewide Student Assessment Tests is discussed below. Appendix C provides a tabular display of measures of central tendency and dispersion.

Validity

One of the most important qualities of a test is its validity. This test characteristic is a matter of degree rather than an all-or-none property. Thus, the validity of a test generally may be defined as the degree to which the test in question measures whatever it was intended to measure. The importance of this quality arises from the fact that invalid tests yield evidence about students that is misleading, or worse, totally erroneous.

Assessment of three types of validity of educational and psychological instruments is recommended by the American Psychological Association, namely content, construct, and predictive validity (APA, 1974, p. 26). Neither construct nor predictive validation approaches appear especially appropriate for criterion-referenced instruments such as the Florida Statewide Student Assessment Tests (SSAT). No claims have been made that the SSAT measures any underlying psychological trait, although an exploratory study in this area has been reported (Hills and King, 1978). Likewise, no predictions are being sought on the relationships between the SSAT and any independent concurrent or future criteria. The tests were designed simply to measure attainment of certain skills and minimum performance standards at four points in the students' public school education.

The primary concern then with respect to the SSAT is the determination of the degree to which the tests are consonant with the skills and minimum performance standards they were designed to measure, that is, their content validity (Popham, 1978, p. 34). As Brown has observed, there currently is not available a very satisfactory numerical index of content validity such as a coefficient of correlation within a specified range (1976, p. 123). Reliance must be placed on human judgment in evaluating the adequacy with which item content matches the objectives the items were written to measure. The content validity of tests is ensured by the plan and procedures used in their development (Nunnally, 1967, p. 80).

Accordingly, the content validity of the Florida Statewide Student Assessment Tests was evaluated by judging the extent to which test construction plans and procedures can reasonably be assumed to ensure validity. The general procedures used in test development were as follows:

1. The minimum student performance standards were developed with the involvement of instructional specialists.

2. A consensus was reached indicating that the standards and skills were acceptable. Educators and citizens were involved in this process.

3. Item specifications were written for each performance skill (see Figure 1, page 3).

4. Test items were written according to the guidelines provided by the item specifications.

5. The draft items were reviewed by instructional specialists and practicing teachers. Revisions were made where necessary.

6. The test items were subjected to final editing as may have been necessary.

The minimum performance standards and their associated skills assessed in the 1980-81 Statewide Assessment had been assessed in 1977-78, 1978-79, and 1979-80, after being adopted by the State Board of Education in April 1977. The standards and their associated skills were patterned after and developed under almost the identical procedures that were used to develop the "milestone objectives" in use in 1976. Drafts of the goals' statements were developed by the Florida Department of Education and subsequently extensively reviewed and critiqued by district educators throughout the state, by citizens, and by students. Criteria used in these reviews included the clarity with which the goals were expressed and their appropriateness as minimal goals and subgoals to be attained by all Florida students. The final step in the process was adoption by the State Board of Education after a public hearing.

Step three above, the development of item specifications, was accomplished by contracting with the School Board of Dade County in 1976-77 and Educational Testing Service in 1977. An example of a test specification is shown in Figure 1. Specifications have been written for each performance skill to be included in the tests. The specifications have been critiqued by practicing Florida educators and have been made available to all Florida school districts.

Steps four through six were accomplished through use of test development contracts with commercial contractors and universities in Florida. A few commercially produced items also have been leased from time to time, but the vast majority of state assessment test items have been produced especially for use in the Florida tests.

All test development contracts proceed in basically the same manner. Draft items are written according to the test specifications and then subjected to several reviews and a pilot test. A field test is conducted for the purpose of estimating performance of Florida students on the item and after a final review, the item is placed in the item bank for future use. In all cases, the items are reviewed by Florida educators, curriculum specialists, and measurement specialists. All items are reviewed for possible biases toward different cultures, ethnic groups, language groups, and sex groups.

To summarize, steps were taken to ensure the content validity of the State Student Assessment Tests during the development of these instruments. The content validity of the 1980-81 tests was assured as a result of (1) the extensive involvement of educators and citizens in the development and articulation of the minimal performance standards and their associated skills, (2) the precise item specifications which guided the item writers, and (3) the iterative mechanism of curriculum specialist and teacher reviews of the items and the standards/skills they were designed to measure.

Reliability and Dependability of the Test Scores

Two indices of the consistency of test scores were used to evaluate a second aspect of the quality of the Florida Assessment tests: an index of the reliability of the test scores and an index of the dependability of the scores.

Reliability refers to the consistency with which a test measures whatever it does measure. Dependability refers to the consistency with which a test classifies examinees as masters or nonmasters of a skill or standard. Both qualities are especially important in criterion-referenced tests. If such tests fail to possess reliability and dependability, they cannot be valid.

Four types of reliability indices typically have been used by psychometricians--measures of stability, equivalence, equivalence and stability, and internal consistency. The Kuder-Richardson Formula 20 index (coefficient) of reliability was used with the Florida Assessment tests. The KR-20 index provides an estimate of the extent to which the test items are measuring the same behavior, that is, the homogeneity (internal consistency) of the test items.

KR-20 coefficients of reliability were calculated for mathematics and for communication skills for each grade for SSAT-I and for SSAT-II (Grade 11). As is shown in Table 3, all coefficients were in the .91 to the .97 range. With only one exception, coefficients were .95 or greater for SSAT-I. For SSAT-II, the coefficients were .91 for both communication skills and mathematics. These coefficients compare quite favorably with those obtained on standardized norm-referenced achievement tests. They indicate that the assessment tests were highly consistent measures of student achievement in the two subject areas assessed.

TABLE 3

KR-20 RELIABILITY COEFFICIENTS FOR SUBJECT AREA TESTS

Grades	No. of Items	Communication Skills	No. of Items	Mathematics
		SSAT-I		
3(N=5,588)*	80	.95	68	.91
5(N=5,791)	121	.95	117	.95
8(N=5,466)	153	.97	115	.96
11(N=5,128)	116	.95	88	.95
		SSAT-II		
11(N=5,128)	60	.91	60	.91

*Number of students in the sample selected for the analyses.

The consistency of the test scores in classifying examinees as masters or non-masters of the minimal performance standards as well as their associated skills was estimated using the Brennan-Kane Index of Dependability (1977). The B-K index provides, in the criterion-referenced situation, a measure of test score consistency that may be interpreted in the same way as a reliability coefficient. Thus, the larger the index, the more appropriate the conclusion that any randomly selected examinee's test score is consistent in classifying that examinee as a master or non-master of the goal in question.

Table 4 presents B-K indices for mathematics and for communication skills performance standards across the four grade levels assessed with SSAT-I. In general, these indices were satisfactory. Seventy percent of the B-K indices were above .75.

B-K indices were also calculated for the sets of items measuring each skill and the total number of items measuring each subject area (or standard) for the Grade 11 SSAT-II. As is shown in Table 5, the indices for the individual communication skills ranged from .53 to .91 and for the mathematics skills .46 to .89. With respect to the two subject areas (or standards) the indices were .99 for communication skills and .92 for mathematics skills. The values for the individual skill tests indicate some variation in the consistency with which the scores suggested mastery/non-mastery status. B-K indices for each subject area (or standard) indicated that the total scores were highly dependable indices of examinee mastery/non-mastery status with respect to the two areas or standards.

A further indication of test reliability was conducted in 1978 (Hills, 1979) for the SSAT-I. This study investigated the test-retest reliability of twenty-five performance standards included on the test. The stability of each sub-test over a two-week time period ranged from 82% to 99% with a median of 92%. The results of this study are shown in Table 6.

Reliability coefficients derived by different methods will often produce different results. Brennan-Kane values and KR-20 values will not necessarily be identical. Further, reliability coefficients are influenced by the length of the test, the variation present in the scores, the difficulty of the items, the distance between the mean score for a standard and the cut-off score, and related factors. The occurrence of a low reliability coefficient for a set of items measuring a single performance standard is not surprising and is not necessarily a cause for concern. Nevertheless, local district personnel utilizing these results to make decisions about students in relationship to performance on individual skills on the SSAT-II or individual standards on the SSAT-I should consider collecting additional performance data to verify students' strengths and weaknesses for any skill or standard for which the reported reliability figures are low.

Item Discrimination Between High and Low Achievers

Two somewhat related correlational indices were used to detect any items negatively discriminating between high and low achievers in terms of total test scores. The first index was the corrected point-biserial coefficient of correlation between the item score and the total score for the other items measuring a standard or measuring the subject area. The second index was the phi coefficient of correlation between item response and mastery of a standard (SSAT-I); and between item response and mastery of the subject area or standard (SSAT-II).

Corrected point-biserial and phi coefficients for each item used at each grade level are reported in a separate publication, the 1980-81 Technical Report: Statistical Supplement. Frequency distributions of these coefficients are presented in Tables D-2A, D-2B, D-2C, and D-2D in Appendix D of this report.

Phi coefficients of correlation were also calculated between mastery/non-mastery of a skill and mastery/non-mastery of the subject area or standard for the Grade 11 SSAT-II tests. Of the 24 coefficients, 22 ranged from the .30-.39 to the .60-.69 interval (see Table D-2D in Appendix D).

Currently no criteria exist for evaluating the magnitude of the above indices of item discrimination calculated for criterion-referenced tests. Criteria have been proposed for norm-referenced tests (Ebel, 1979, p. 267; Mehrens and Lehmann, 1978, p. 351). Whether these criteria can be applied to the criterion-referenced test data is uncertain; however, it would appear that these indices can be used if the intent is to locate negatively discriminating items. None of the Florida assessment items were detected as negatively discriminating between high and low achievers. Accordingly, it seems reasonable to conclude that the items were making a contribution toward the valid measurement of students' competencies with respect to attainment of minimal performance standards.

In summary, the Florida State Student Assessment Tests were judged to have satisfactory psychometric characteristics. Content validity was ensured by the procedures used in test development. KR-20 reliability coefficients indicated degrees of internal consistency comparable to those obtained for standardized norm-referenced tests. Brennan-Kane dependability indices were adequate with over half being .80 or higher for SSAT-I. B-K indices for individual performance skills tended to be somewhat lower than those for individual performance standards, perhaps reflecting the generally smaller number of items used to measure the former. However, the B-K indices for the two subject areas measured in SSAT-II were comparable to the KR-20's obtained for these two subject areas. Finally, the corrected point-biserial and phi coefficients were judged to be of value in indicating that none of the assessment items negatively discriminated between high and low achievers.

TABLE 4

BRENNAN-KANE INDICES OF DEPENDABILITY OF CLASSIFICATIONS OF MASTERY/NONMASTERY OF SSAT-I MINIMUM PERFORMANCE STANDARDS

Mathematics Minimum Performance Standards	Grades 3 (N=5,588)	5 (N=5,791)	8 (N=5,466)	11 (N=5,128)
A. Count quantities	.83	.92	-	-
B. Read and write numerals	.91	.94	-	-
C. Round numbers	-	.87	.85	.83
D. Put numbers in order	-	.91	-	.80
E. Identify equivalent fractions, decimals, & percents	.60	.77	.89	.84
F. Add whole numbers	.94	.88	.78	-
G. Subtract whole numbers	.85	.88	.73	-
H. Multiply whole numbers	-	.89	.78	.71
I. Divide whole numbers	-	.78	.74	.60
J. Add and subtract fractions	-	.91	.94	.84
K. Multiply fractions	-	-	.75	.81
L. Add and subtract decimals	-	-	.92	-
M. Multiply and divide decimals	-	-	.80	.84
N. Find percentages	-	-	-	.86
O. Measure time, temperature, distance, capacity & weight	.73	.91	-	-
*P. Identify geometric figures and shapes	-	-	-	-
Q. Identify the value of coins and bills	.83	.89	-	-
*R. Determine the information needed to solve a problem	-	-	-	-
*S. Estimate solutions by rounding	-	-	-	-
T. Solve word problems--whole numbers	.82	.79	.85	.70
U. Solve word problems involving proper fractions	-	-	-	.69
V. Solve money problems	.79	.86	.54	-
W. Solve measurement problems (metric and customary)	-	-	.90	-
X. Interpret graphs, tables, and maps	-	.44	.89	-
Communication Skills Minimum Performance Standards				
Reading				
A. Acquire a basic vocabulary	.95	.97	.82	.86
B. Determine word meaning from usage in passage	-	.65	.73	.57
C. Determine word meaning from word parts	.56	.73	.90	.90
D. Determine different selections with same meanings	-	.62	-	-
E. Determine the main idea of a message	-	.74	.75	.72

* Not assessed in 1980-81 program.

TABLE 4 (cont'd.)

Communication Skills Minimum Performance Standards	Grades 3 (N=5,588)	5 (N=5,791)	8 (N=5,466)	11 (N=5,128)
Reading (Cont'd)				
F. Find information in a message	.89	.77	.84	.55
G. Determine cause and effect of event or action	.83	.96	-	-
H. Determine the generalization support by a message	.80	.78	.88	.87
I. Identify fantasy, fact, and opinion	.81	-	.79	.68
J. Recognize irrelevant and invalid statements	.74	.89	-	.88
K. Follow oral and written directions	.42	.70	.75	.64
*L. Identify sources for needed information	-	-	-	-
M. Use appropriate reference skills	.74	-	.91	.59
Writing				
A. Compose grammatically correct sentences	-	.93	.92	-
B. Organize information	.86	-	-	.88
C. Write a paragraph	.72	.75	-	-
D. Supply necessary information	-	-	.87	-
E. Write letters using accepted formats	-	-	.79	-
F. Fill out common forms	-	.75	.87	-
G. Spell correctly	.89	.75	.79	.87
H. Punctuate correctly	-	.84	.70	.65
I. Capitalize correctly	.91	.94	.86	.49
*J. Write legibly	-	-	-	-

* Not assessed in 1980-81 program.

TABLE 5

BRENNAN-KANE INDICES OF DEPENDABILITY* OF CLASSIFICATIONS OF MASTERY/NONMASTERY OF SSAT-II SUBJECT AREA AND SKILLS--GRADE 11

Skill No.		B-K Indices
	Communication Skills	.99
11.	Infer the main idea of a selection	.71
12.	Find specific information in a selection	.85
16.	Infer the cause or effect of an action	.83
20.	Identify facts and options	.75
21.	Identify an unstated opinion	.72
26.	Identify source to obtain information on a topic	.91
28.	Use index cross-references to find information	.91
29.	Use highway and city maps	.71
32.	Include necessary information in letters	.88
33.	Complete a check and its stub	.53
34.	Complete accurately common application forms	.77
	Mathematics Skills	.92
17.	Determine the time between two events	.54
24.	Determine equivalent amounts of money	.89
30.	Solve problems involving whole numbers	.64
32.	Solve problems involving decimal fractions or percents	.54
33.	Solve problems involving comparison shopping	.50
34.	Solve problems involving a rate of interest	.67
35.	Solve purchase problems involving sales tax	.68
36.	Solve purchase problems involving discounts	.46
37.	Solve problems involving measurement	.51
38.	Solve problems involving the area of a rectangle	.77
39.	Solve problems involving capacity	.47
40.	Solve problems involving weight	.71
41.	Find information in graphs and tables	.89

* Based on 5% sample.

TABLE 6

PERCENT OF AGREEMENT INDEX FOR EACH PERFORMANCE STANDARD OF THE ELEVENTH GRADE SSAT-I AND FREQUENCIES IN EACH "DECISION" CATEGORY (I.E., PASS/NO PASS) FOR BOTH THE FIRST TEST AND RETEST ADMINISTRATIONS

Performance Std.[2]		Cutoff Score/ No. of Items	Sample Size	Percent of Agreement Index
		DECISION CATEGORIES[1]		
R	A	11 of 15	106	94
W	B	04 of 05	106	98
R	B	04 of 05	106	92
R	C	04 of 05	106	98
R	E	06 of 08	106	99
R	H	06 of 08	109	98
R	M	04 of 05	109	96
R	F	04 of 05	109	98
R	L	04 of 05	109	99
R	J	04 of 05	109	90
W	G	11 of 15	109	83
M	C	07 of 10	105	90
M	E	11 of 15	105	96
M	H	04 of 05	105	88
M	I	04 of 05	105	88
M	D	04 of 05	102	94
M	J	11 of 15	102	92
M	K	04 of 05	102	84
M	M	07 of 10	102	95
W	H	07 of 09	98	82
W	I	04 of 05	98	92
R	I	06 of 08	98	90
M	N	07 of 09	98	84
M	T	03 of 04	98	90
M	U	03 of 04	98	83

1 Decision categories refer to the number of examinees who: passed standard on first test & retest (P/P); did not pass on first and passed on retest (NP/P); passed on first test & did not pass on retest (P/NP); did not pass on either first test or on retest (NP/NP).

2 R = Reading; M = Mathematics; W = Writing.

CHAPTER III

STATEWIDE ASSESSMENT RESULTS

The primary emphasis of the 1980-81 Assessment was on student mastery of minimum performance standards and the skills which comprise each standard. Such an emphasis exemplifies the essence of criterion-referenced measurement, namely the interpretation of student performance in terms of the attainment of instructional goals. In addition, the program sought to provide a report of the data in terms of student performance in relation to that of other students which represents a norm-referenced interpretation of student performance. This chapter presents both criterion-referenced and norm-referenced descriptions of Florida student performance in mathematics and the communication skills of reading and writing.

Student Performance on the Minimum Performance Standards

Percentages of students complying with or mastering minimum performance standards measured in SSAT-I are shown in Table 7. Median percentages of students complying with the mathematics standards were relatively similar across grades, the range being 78% at the grade 11 level to 88% at the grade 3 level. The median percentages complying with the communication skills standards were even closer together. Grade 3 had the highest, 91%, and for the other three grades the median percentage was approximately 88%.

Another way of describing the minimum performance standards compliance or mastery data is in terms of percentages at the exact ends and within each of the four quarters of the distribution. These data are depicted in Table 8. From 21% to 72% of all students mastered exactly 100% of the performance standards, the median being 49%. As might be expected for all grades, the percentages of student compliance increased by quarters with the largest percentages in the 76-100% quarter. The range in this quarter was 45% to 84% with a median of 76.5%.

Percentages of Grade 11 students mastering the two minimum performance standards measured by SSAT-II were 78% for the mathematics standard, 98% for the communication skills, and 78% for both parts (see Table 9). The percentages of students mastering the skills which comprised the mathematics standard ranged from 43% to 99% with a median of 78%. For the skills comprising the communication skills standard, the comparable percentages were 89% to 99% and 96%, respectively.

Student Performance on the Items Measured in SSAT-I and SSAT-II

A description of the 1980-81 assessment results in terms of criterion-referenced testing was provided in the preceding section of this chapter. A description of the 1980-81 assessment results in terms of norm-referenced testing was provided in terms of percentile ranks and stanines represented by total item scores or number of correct responses for each of the two subject areas assessed. This description only was available for the five percent sample from each grade used to compute the test statistics presented in Chapter II. Frequency distributions of these data are provided in Tables D-1A to D-1J in Appendix D.

TABLE 7

PERCENTAGE OF STUDENTS COMPLYING WITH MINIMUM PERFORMANCE STANDARDS--SSAT-I

Mathematics Minimum Performance Standards	Grades 3 (N=111,845)	5 (N=115,970)	8 (N=109,834)	11 (N=104,257)
A. Count quantities	98	98	**	**
B. Read and write numerals	99	97	**	**
C. Round numbers	**	87	80	77
D. Put numbers in order	**	86	**	95
E. Identify equivalent fractions, decimals, & percents	75	89	71	90
F. Add whole numbers	96	92	96	**
G. Subtract whole numbers	85	83	92	**
H. Multiply whole numbers	**	92	90	94
I. Divide whole numbers	**	64	80	77
J. Add and subtract fractions	**	75	53	78
K. Multiply fractions	**	**	76	58
L. Add and subtract decimals	**	**	95	**
M. Multiply and divide decimals	**	**	64	85
N. Find percentages	**	**	**	77
O. Measure time, temperature, distance, capacity & weight	88	96	**	**
*P. Identify geometric figures and shapes	-	-	-	-
Q. Identify the value of coins and bills	91	99	**	**
*R. Determine the information needed to solve a problem	-	-	-	-
*S. Estimate solutions by rounding	-	-	-	-
T. Solve word problems--whole numbers	87	62	82	84
U. Solve word problems involving proper fractions	**	**	**	67
V. Solve money problems	68	54	60	**
W. Solve measurement problems (metric and customary)	**	**	85	**
X. Interpret graphs, tables, and maps	**	40	98	**
Median Percentage Complying	88	87	81	78

* Standard not assessed in 1980-81 program.
** Standard not assessed at this grade level.

TABLE 7 (cont'd.)

PERCENTAGE OF STUDENTS COMPLYING WITH MINIMUM PERFORMANCE STANDARDS--SSAT-I

Communication Skills Minimum Performance Standards	Grades 3 (N=111,915)	5 (N=116,023)	8 (N=110,045)	11 (N=104,363)
Reading				
A. Acquire a basic vocabulary	96	98	74	86
B. Determine word meaning from usage in passage	**	73	72	77
C. Determine word meaning from word parts	92	73	96	93
D. Determine different selections with same meanings	**	88	**	**
E. Determine the main idea of a message	**	67	77	93
F. Find information in a message	91	84	89	80
G. Determine cause and effect of event or action	92	96	**	**
H. Determine the generalization supported by a message	83	89	97	94
I. Identify fantasy, fact, and opinion	84	**	63	84
J. Recognize irrelevant and invalid statements	70	92	**	87
K. Follow oral and written directions	78	89	88	95
*L. Identify sources for needed information	-	-	-	-
M. Use appropriate reference skills	84	**	89	88
Writing				
A. Compose grammatically correct sentences	**	94	87	**
B. Organize information	95	**	**	97
C. Write a paragraph	79	74	**	**
D. Supply necessary information	**	**	95	**
E. Write letters using accepted formats	**	**	80	**
F. Fill out common forms	**	94	93	**
G. Spell correctly	92	80	83	85
H. Punctuate correctly	**	75	75	51
I. Capitalize correctly	95	98	92	91
*J. Write legibly	-	-	-	-
Median Percentage Complying	91	88.5	87.5	87.5

* Standard not assessed in 1980-81 program.
** Standard not assessed at this grade level.

TABLE 8

QUARTER REPORT OF PERCENTAGE OF STUDENTS COMPLYING WITH MINIMUM PERFORMANCE STANDARDS--SSAT-I

GRADE	SUBJECT AREA	TOTAL STANDARDS ASSESSED	TOTAL NUMBER OF STUDENTS	PERCENTAGE OF STUDENTS					
				EXACTLY 0%	0-25%	26-50%	51-75%	76-100%	EXACTLY 100%
3	Mathematics	9	111,845	0	1	4	11	84	48
	Communication Skills - Reading	9	111,915	1	4	5	10	81	50
	Communication Skills - Writing	4	111,915	0	2	6	19	72	72
5	Mathematics	15	115,970	0	1	7	24	68	21
	Communication Skills - Reading	10	115,023	1	3	7	13	78	46
	Communication Skills - Writing	6	116,023	1	2	7	11	79	55
8	Mathematics	14	109,834	0	3	10	17	70	28
	Communication Skills - Reading	9	110,045	1	5	7	13	75	51
	Communication Skills - Writing	7	110,045	1	3	6	13	79	58
11	Mathematics	11	104,257	1	4	9	20	67	37
	Communication Skills - Reading	10	104,363	1	3	6	8	83	57
	Communication Skills - Writing	4	104,363	1	4	12	39	45	45

TABLE 9

PERCENTAGE OF GRADE 11 STUDENTS MASTERING EACH SKILL AND THE MINIMAL PERFORMANCE STANDARD--MATHEMATICS SSAT-II

No. of Skill	Brief Description of Skill/Standard	Percentage of Students
	Mathematics (N = 103,900)	
17	Determine elapsed time between two events in seconds, minutes, hours, days, weeks, months, or years	65
24	Determine equivalent amounts of up to 100 dollars using coins and paper currency	99
30	Determine solution to real world problems involving 1 or 2 distinct whole number operations	89
32	Determine solution to real world problems involving decimal fractions or percents and 1 or 2 distinct operations	79
33	Determine solution to real world problems involving comparison shopping	43
34	Determine solution to real world problems involving rate of interest and the estimation of the amount of simple interest	88
35	Determine solution to real world problems involving purchases and a rate of sales tax	87
36	Determine solution to real world problems involving purchases and a rate of discount given in a fraction or percent form	78
37	Solve problem related to length, width, or height using metric or customary units up to kilometers and miles, conversions within the system	76
38	Solve problem involving area of a rectangular region using metric or customary units	51
39	Solve problem involving capacity using units given in a table (milliliters, liters, teaspoons, cups, pints, quarts, gallons), conversion within the system	69
40	Solve problem involving weight using units given in a table (milligrams, grams, kilograms, metric tons, ounces, pounds, tons), conversion within the system	45
41	Read and determine relationships described by line graphs, circle graphs, and tables	99
	Mathematics Minimum Performance Standard - Percent Passing	78

TABLE 9 (cont'd.)

PERCENTAGE OF GRADE 11 STUDENTS MASTERING EACH SKILL AND THE MINIMUM PERFORMANCE STANDARD--COMMUNICATION SKILLS SSAT-II

No. of Skill	Brief Description of Skill/Standard	Percentage of Students
	Communication Skills - Reading (N = 102,901)	
11	Determine main idea inferred from a selection	93
12	Find who, what, where, which, and the how of information in a selection	97
16	Determine inferred cause and effect of an action	97
20	Distinguish between facts and opinions	89
21	Identify an unstated opinion	92
26	Identify appropriate source to obtain information on a topic	99
28	Use index to identify location of information requiring use of cross-references	96
29	Use highway and city maps	94
	Communication Skills - Writing (N = 102,901)	
32	Include necessary information when writing letters to supply or request information	97
33	Complete a check and its stub accurately	93
34	Accurately complete forms used to apply for a driver's license, employment, entrance to school or training program, insurance, and credit	98
	Communication Skills Minimum Performance Standard--Percent Passing	98

Curves of the distribution of total correct item scores presented in Appendix D are provided in Figures 3 to 12. In general, the curves show the concentration of total correct items at the upper end of the distribution typically obtained with mastery tests. The curves differ in terms of the percentage of students at the peaks. For example, on the SSAT-I mathematics 11% of grade 3 students were at the peak; 4% of grade 8 students were at the peak; and in both grades 5 and 11, 6% of the students were at the peak.

Similar differences in terms of percentages of students at the peak of the curves characterized the SSAT-I communication skills data. Grade 3 students again had the highest percentage of students, 12%, at the peak; grade 5 students had 6% and the other two grades 5% each.

On the other hand, total item score performance on SSAT-I between the two subject areas was similar for each of the four grades in terms of percentages of students at the peaks of the curves for mathematics and communication skills. Percentages at the peak differed by one percent for grades 3, 8, and 11. Grade 5 had an identical percentage, 6%, at the peak of both of its subject area curves.

The curves for the grade 11 SSAT-II total item scores did not exhibit the similarity in percentages of students at the peaks characterizing the SSAT-I data (see Figures 11 and 12). For these students 24% were at the peak of the communication skills curve as compared to 6% at the peak of the mathematics curve.

FIGURE 3. DISTRIBUTION OF MATHEMATICS ITEM SCORES—
GRADE 3, SSAT - I

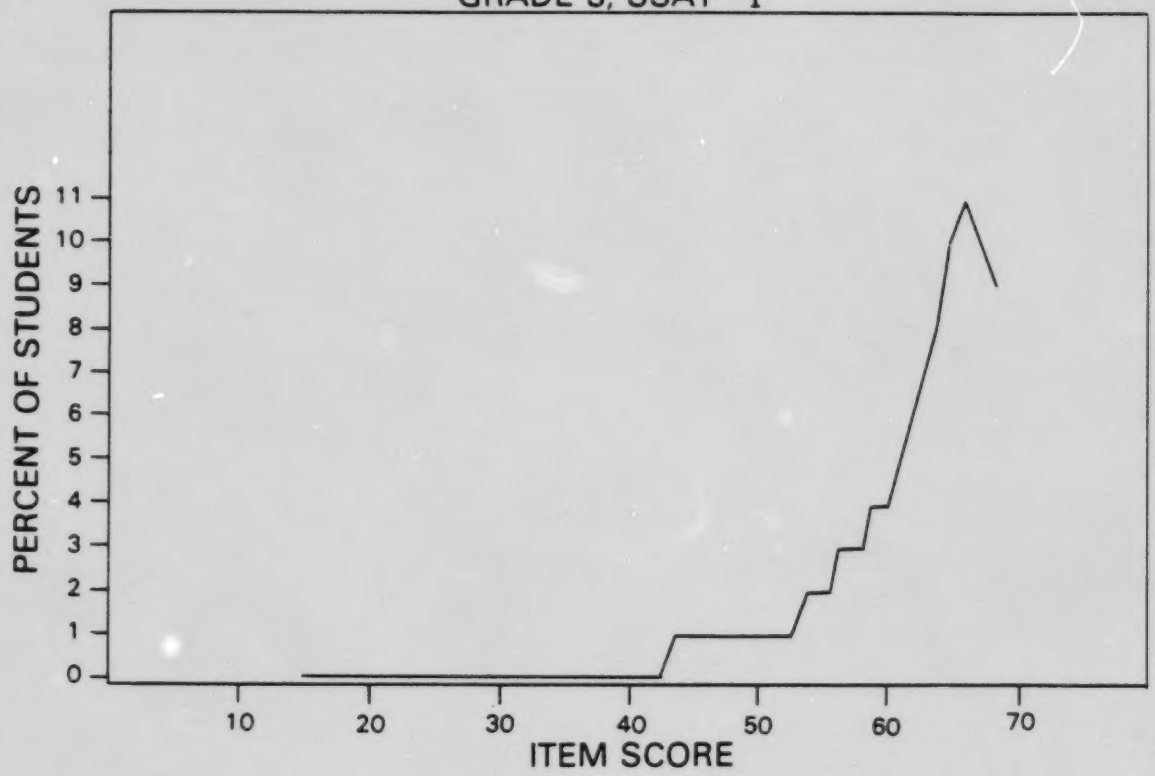


FIGURE 4. DISTRIBUTION OF MATHEMATICS ITEM SCORES—
GRADE 5, SSAT - I

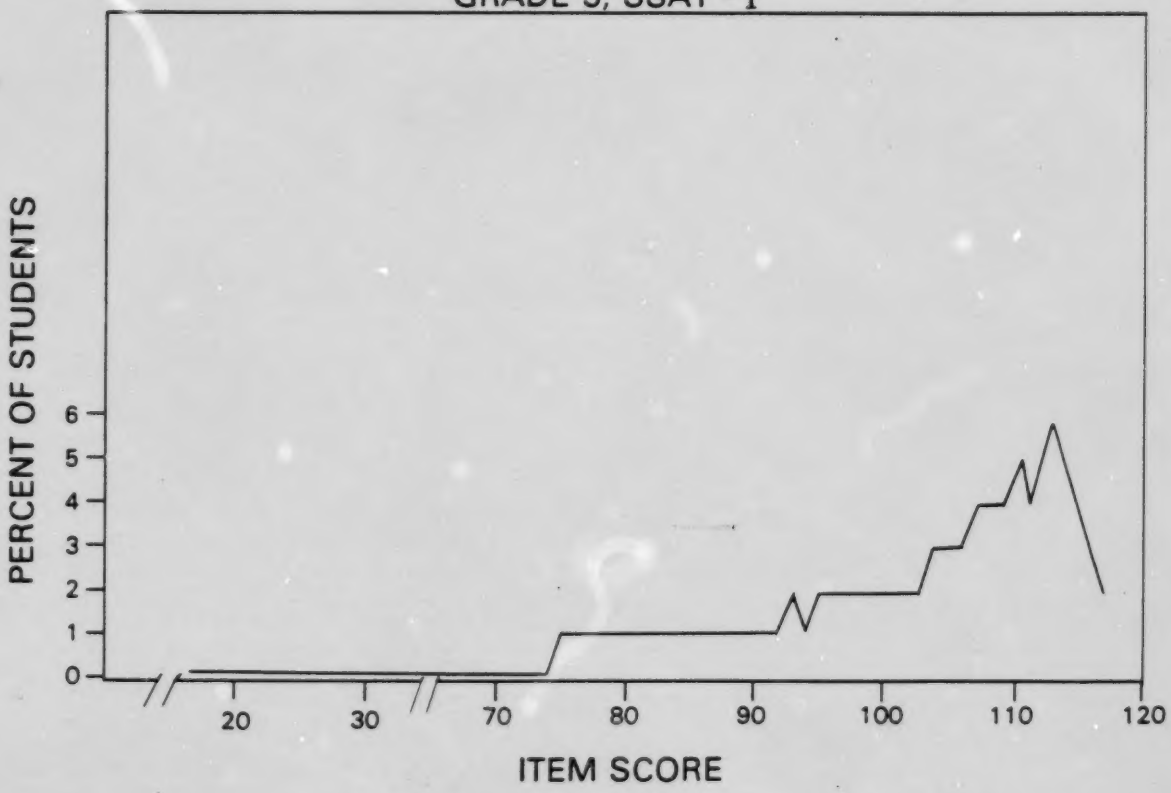


FIGURE 5. DISTRIBUTION OF MATHEMATICS ITEM SCORES—
GRADE 8, SSAT - I

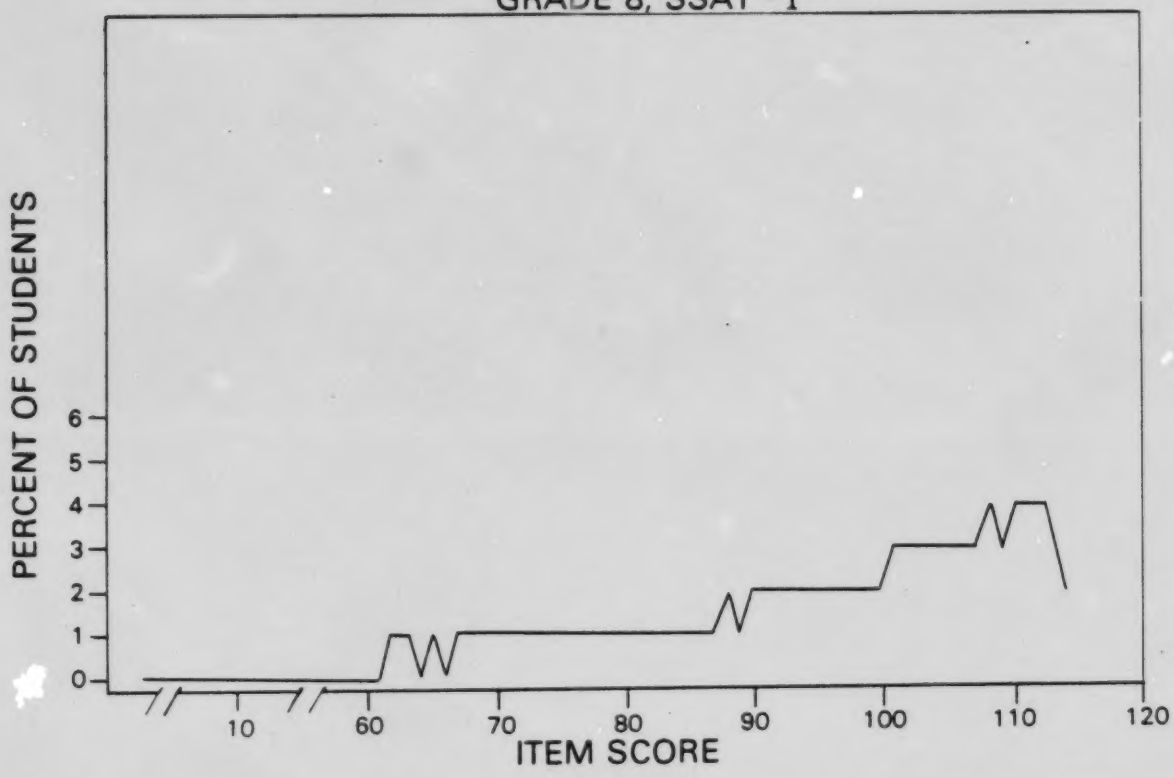


FIGURE 6. DISTRIBUTION OF MATHEMATICS ITEM SCORES—
GRADE 11, SSAT - I

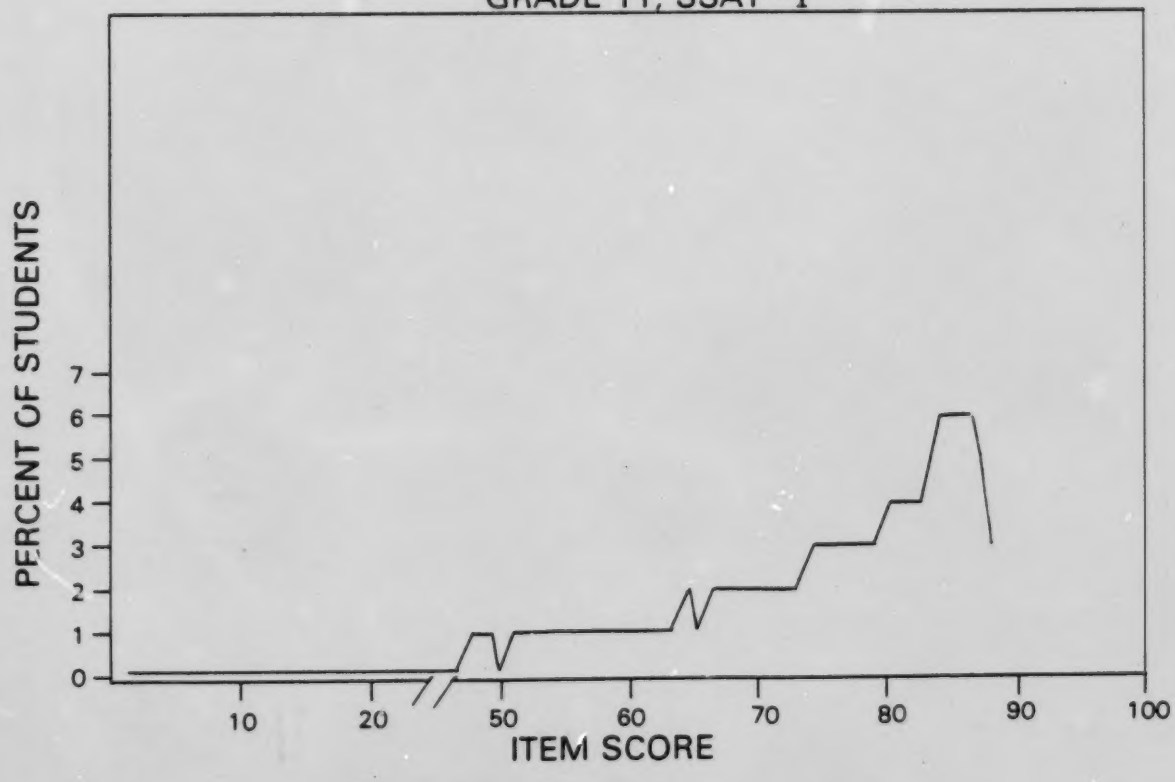


FIGURE 7. DISTRIBUTION OF COMMUNICATION SKILLS ITEM SCORES—GRADE 3, SSAT - I

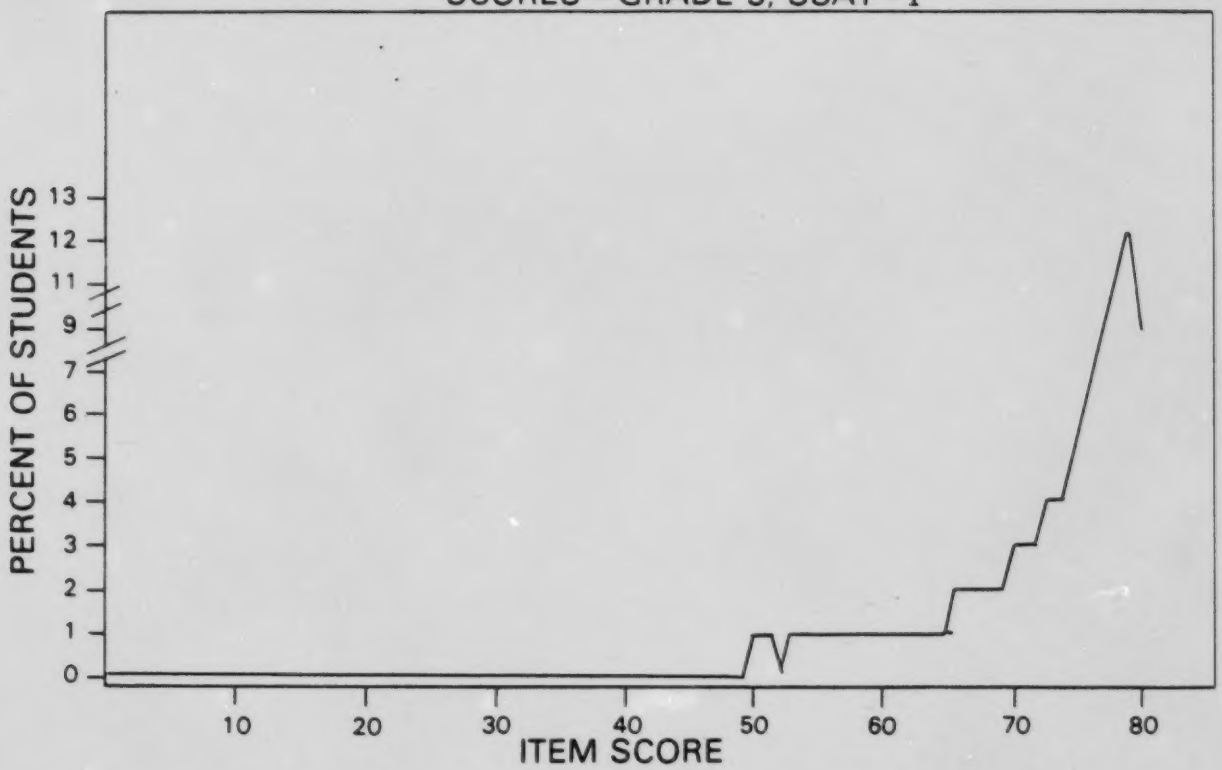


FIGURE 8. DISTRIBUTION OF COMMUNICATION SKILLS ITEM SCORES—GRADE 5. SSAT - I

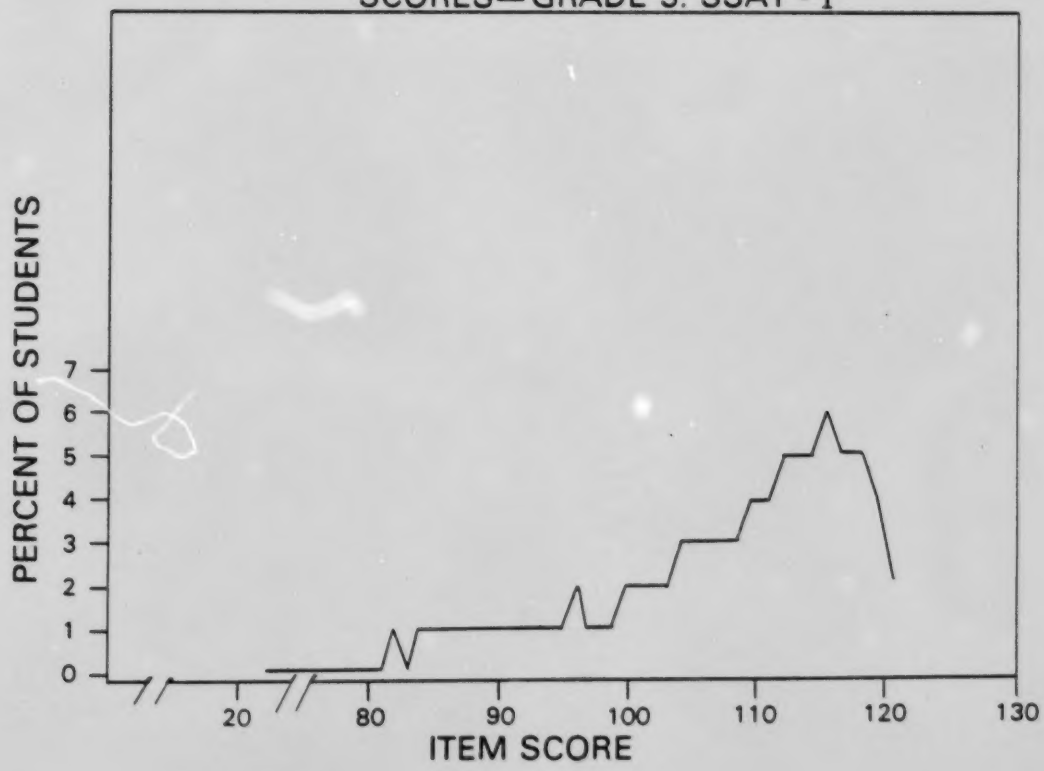


FIGURE 9. DISTRIBUTION OF COMMUNICATION SKILLS ITEM SCORES—
GRADE 8, SSAT - I

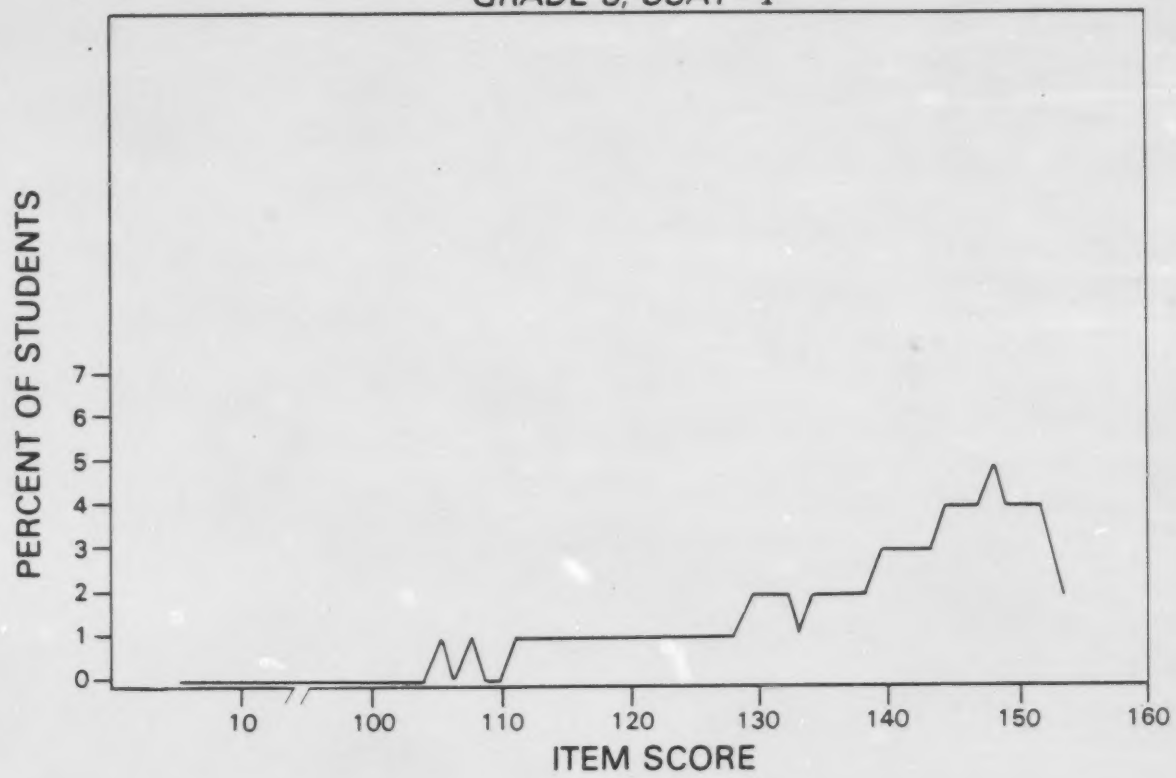


FIGURE 10. DISTRIBUTION OF COMMUNICATION SKILLS ITEM SCORES—
GRADE 11, SSAT - I

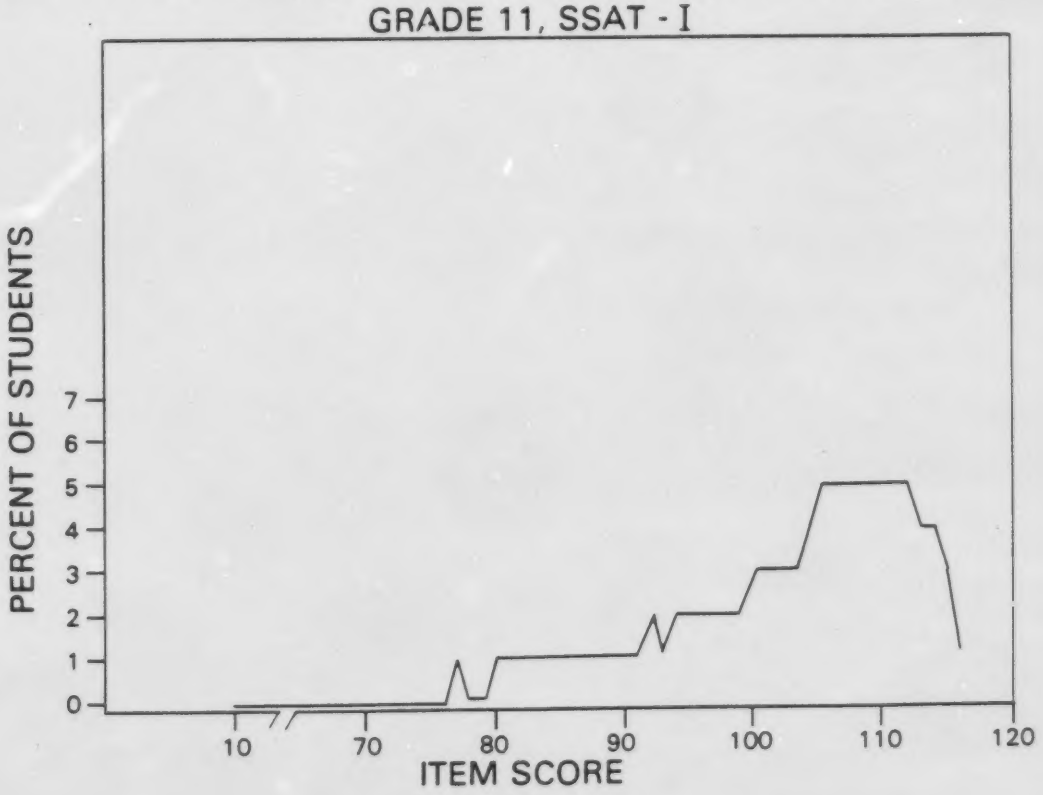


FIGURE 11. DISTRIBUTION OF COMMUNICATION SKILLS ITEM SCORES—
GRADE 11, SSAT - II

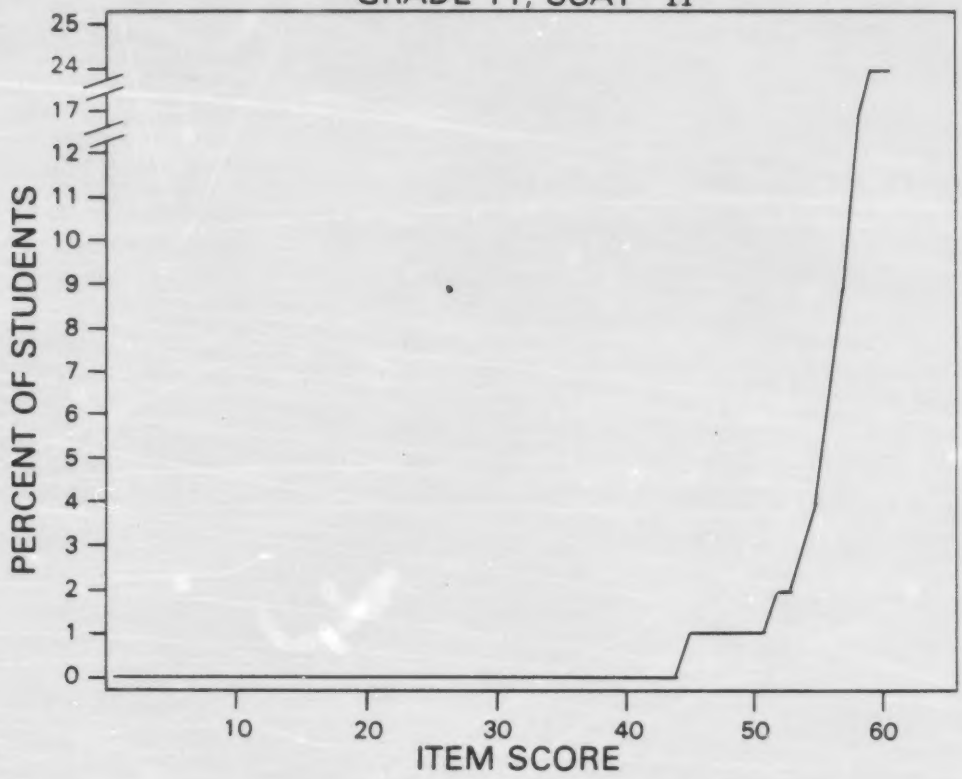
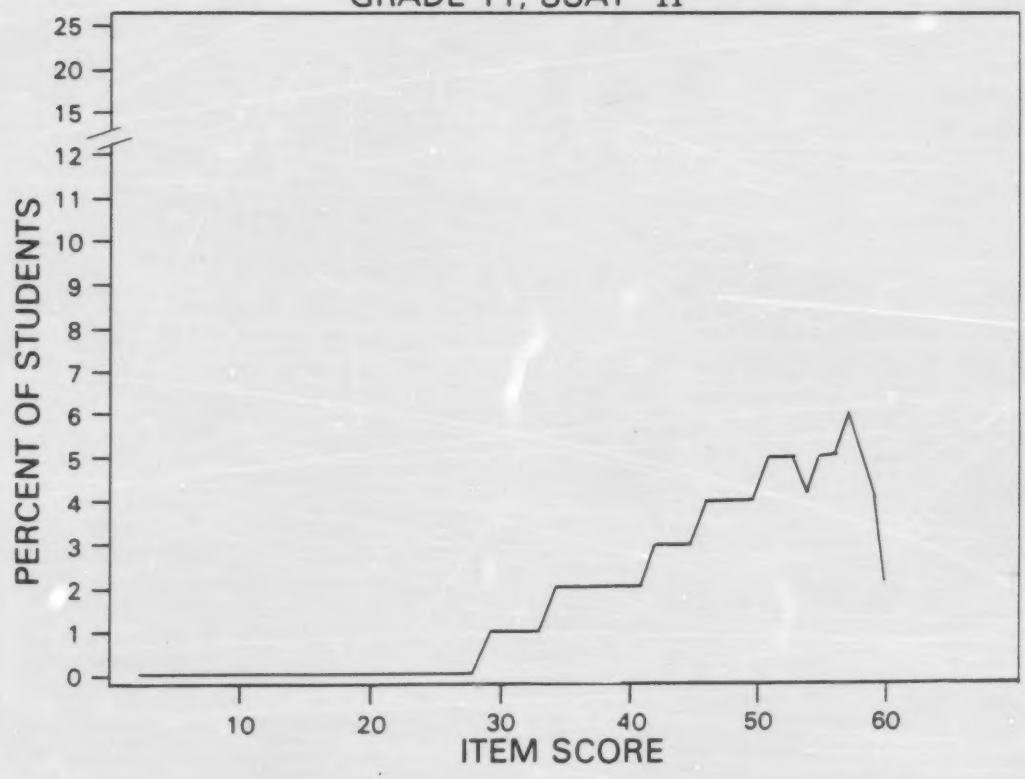


FIGURE 12. DISTRIBUTION OF MATHEMATICS ITEM SCORES—
GRADE 11, SSAT - II



CHAPTER IV

SUMMARY

Helping all students to acquire and apply those skills necessary to perform basic mathematics, reading, and writing tasks is a priority of the Florida educational system. The 1980-81 Statewide Assessment Program represents the continuing efforts of the Department of Education to collect and disseminate information on the effectiveness of the system and its component parts in achieving this goal.

The regular assessment involved approximately 460,000 public school students in grades 3, 5, 8, 11, and 12. Some students were given either group or individual exemptions because they were not expected to have mastered the minimum performance standards or they were suffering from some temporary condition which would affect their test scores.

The tests covered mathematics and communication skills (reading and writing). Grade 11 students also were administered the SSAT-II, a "practical applications" test which will become a graduation requirement in the 1982-83 school year. The SSAT-II was administered to grade 12 students who had failed to pass one or both sections of the test as eleventh graders. However, they were only asked to retake the portion of the test they had failed. Data on these grade 12 students' performance do not constitute part of this Technical Report.

Content validity of the tests was assured by the (1) extensive involvement of professional educators and citizens in the development and articulation of the minimum performance standards and the skills comprising them, (2) use of test item specifications guiding item writing, and (3) use of an iterative mechanism of measurement experts, curriculum specialists, and teachers who reviewed the quality of the test items. The reliability and dependability of the tests were monitored through the use of the KR-20 and Brennan-Kane index of dependability procedures. The tests were judged to have highly satisfactory internal consistency reliabilities and, for the total subject area tests, comparably high dependability indices.

Performance in terms of compliance with or mastery of minimal performance standards was fairly uniform across grade levels and subject areas. Median percentages of compliance with the SSAT-I mathematics standards ranged from 78% for eleventh graders to 88% for third graders. Median percentages of compliance for the SSAT-I communication skills were even closer, ranging from about 88% for grades 5, 8, and 11 students to 91% for grade 3 students. Percentages of grade 11 students mastering the two standards measured in SSAT-II (i.e., passing the two subject area tests) were 98% and 78% for communication skills and mathematics, respectively. Seventy-eight percent mastered both SSAT-II standards or subject areas.

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APPENDICES

APPENDIX A

APPENDIX A

CRITERIA FOR MASTERY OF SKILLS AND MINIMUM PERFORMANCE STANDARDS

The publication, A Guide to 1980-81 Statewide Assessment Results, describes the guidelines for mastery of skills and standards as follows:

Minimum performance standards are composed of several component skills (i.e., objectives) which are, in turn, defined by varying numbers of test items. Thus, the task becomes one of defining mastery of standards in terms of mastery skills and items. Both will be discussed below.

MASTERY OF SKILLS

The primary problem in establishing a passing criterion is determining the minimal number of correct answers necessary to correctly classify a student as being a master or a non-master of a skill. Factors to be considered include (1) the probability that a student could guess enough answers to achieve the skill, (2) the probability that a student has the skill but makes an occasional careless error, (3) the philosophy that a student who has mastered a skill should be able to do it repeatedly, (4) the possibility that a student may have the skill but be so unfamiliar with a particular form of test item that it is answered incorrectly, and (5) practical considerations of length of the test and time required to complete it.

Because all achievement tests are subject to certain measurement errors, a probability exists that a student may be misclassified. It is possible, with a great deal of assurance, to identify as a non-master, the poorer performing students who attain few or none of the items measuring a skill. The greatest problem in classifying students on a particular skill occurs with the borderline master--the student who scores close to the criteria that determine master or non-master status.

To eliminate the problem of misclassifying an actual non-master as a master, some educators hold the philosophy that a master of an objective is one who can demonstrate the skill repeatedly and would demand criteria of achievement of 100%. That is, a master should be able to exhibit the skill correctly every time. On the other hand, others point out that such perfection is rarely realized. In trying to combine these two aspects of determining mastery and non-mastery, the following criteria are used to determine and report mastery of a skill for the State Student Assessment Test, Parts I and II:

When the Number of Questions to Measure a Skill is as Follows:	The Minimum Number of Questions Required to be Answered Correctly Shall be as Follows:
2	1 of 2
3	2 of 3
4	3 of 4
5	4 of 5
6	5 of 6
7	5 of 7
8	6 of 8
9	7 of 9
10	7 of 10
11	8 of 11
12	9 of 12
13	10 of 13
14	10 of 14
15	11 of 15
16	12 of 16

These procedures for governing mastery of skills are applied uniformly regardless of the number of choices presented the student through the multiple choice items. Theoretically, items with fewer choices result in higher probability of guessing the correct answers. However, since a vast majority of the items contain four choices, this factor was disregarded.

The net effect of these procedures for scoring the tests for individual skills is to strike a reasonable balance between accuracy of classification, possibility of guessing, and practical test length. To achieve mastery status the student is required to demonstrate proficiency repeatedly but not 100% achievement. However, since not all possible questions in a skill area can be asked (e.g., all multiplication problems), it is not possible to be perfectly certain that a "master" can indeed correctly solve every problem he/she may face in school or real life even when repeated proficiency is demonstrated.

MASTERY OF STANDARDS

Florida students are expected to show mastery of all minimum performance standards. However, it would be unreasonable to expect students to correctly answer every test question. For this reason, it is necessary to determine rules for judging attainment of the standards.

By action of the State Board of Education August, 1978, the criteria for mastery of each standard of the State Student Assessment Test, Part I for the 1980-81 assessment were determined by correctly answering the number of questions which measure that standard as follows:

When the Number of Questions to Measure a Standard is:	The Minimum Number of Questions Required to Be Answered Correctly Shall be:
2	1
3	2
4	3
5	4
6	5
7	5
8	6
9	7
10	7
11	8
12	9
13	10
14	10
15	11
16	12
17	12
18	13
19	14
20	14
21	15
22	16
23	17
24	17
25	18

To pass the State Student Assessment Test, Part II, a student must successfully complete both the communication skills standard and the mathematics standard by correctly answering, on any one administration of the test, the following number of required items per standard:

When the Number of Questions to Measure a Standard is:	The Minimum Number of Questions Required to Be Answered Correctly Shall be:
55	39
56	40
57	40
58	41
59	42
60	42
61	43
62	44
63	45
64	45
65	46
66	47
67	47

(cont'd.)

When the Number of Questions to Measure a Standard is:	The Minimum Number of Questions Required to Be Answered Correctly Shall be:
68	48
69	49
70	49
71	50
72	51
73	52
74	52
75	53

APPENDIX B

TABLE B-1

NUMBER OF SKILLS AND ITEMS IN EACH STATEWIDE ASSESSMENT TEST

Minimum Performance Standards	Grade 3 Number of Skills	Grade 3 Number of Items	Grade 5 Number of Skills	Grade 5 Number of Items	Grade 8 Number of Skills	Grade 8 Number of Items	Grade 11--SSAT-I Number of Skills	Grade 11--SSAT-I Number of Items
Mathematics Standards								
A. Count quantities	1	5	1	5	-	-	-	-
B. Read and write numerals	1	5	2	10	-	-	-	-
C. Round numbers	-	-	1	5	2	10	2	10
D. Put numbers in order	-	-	2	10	-	-	1	5
E. Identify equivalent fractions, decimals & percents	1	5	1	5	4	20	3	15
F. Add whole numbers	2	10	2	10	1	5	-	-
G. Subtract whole numbers	3	15	2	10	1	5	-	-
H. Multiply whole numbers	-	-	2	10	1	5	1	5
I. Divide whole numbers	-	-	1	5	1	5	1	5
J. Add and subtract fractions	-	-	2	9	2	10	3	15
K. Multiply fractions	-	-	-	-	1	5	1	5
L. Add and subtract decimals	-	-	-	-	2	10	-	-
M. Multiply and divide decimals	-	-	-	-	2	10	2	10
N. Find percentages	-	-	-	-	-	-	2	10
O. Measure time, temperature, distance, capacity, & weight	2	9	3	14	-	-	-	-
P. Identify geometric figures and shapes	-	-	-	-	-	-	-	-
Q. Identify the value of coins and bills	1	5	1	4	-	-	-	-
*R. Determine the information needed to solve a problem	-	-	-	-	-	-	-	-
*S. Estimate solutions by rounding	-	-	-	-	-	-	-	-
T. Solve word problems--whole numbers	2	9	2	10	3	15	1	4
U. Solve word problems involving proper fractions	-	-	-	-	-	-	1	4
V. Solve money problems	1	5	1	5	1	5	-	-
W. Solve measurement problems (metric and customary)	-	-	-	-	1	5	-	-
X. Interpret graphs, tables, and maps	-	-	1	5	1	5	-	-
Mathematics Standards Totals	14	68	24	117	23	115	18	88

* Not assessed in 1980-81 program.

TABLE B-1 (Cont'd.)

NUMBER OF SKILLS AND ITEMS IN EACH STATEWIDE ASSESSMENT TEST

	Minimum Performance Standards	Grade 3 Number of Skills	Grade 3 Number of Items	Grade 5 Number of Skills	Grade 5 Number of Items	Grade 8 Number of Skills	Grade 8 Number of Items	Grade 11--SSAT-I Number of Skills	Grade 11--SSAT-I Number of Items
	Reading Standards								
A.	Acquire a basic vocabulary	2	15	1	10	2	15	2	15
B.	Determine word meaning from usage in passage	-	-	1	4	1	5	1	5
C.	Determine word meaning from word parts	1	5	1	5	2	10	2	10
D.	Determine different selections with same meanings	-	-	1	5	-	-	-	-
E.	Determine the main idea of a message	-	-	1	5	2	8	1	5
F.	Find information in a message	1	5	2	10	2	10	1	5
G.	Determine cause and effect of event or action	1	4	2	10	-	-	-	-
H.	Determine the generalization support by a message	1	5	1	5	1	4	2	9
I.	Identify fantasy, fact, and opinion	1	5	-	-	1	5	1	4
J.	Recognize irrelevant and invalid statements	1	5	1	5	-	-	2	10
K.	Follow oral and written directions	1	4	2	9	1	5	1	5
*L.	Identify sources for needed information	-	-	-	-	-	-	-	-
M.	Use appropriate reference skills	1	5	-	-	4	19	1	5
		10	53	13	68	16	81	14	73
	Writing Standards								
A.	Compose grammatically correct sentences	-	-	4	20	4	25	-	-
B.	Organize information	2	9	-	-	-	-	1	4
C.	Write a paragraph	1	4	1	4	-	-	-	-
D.	Supply necessary information	-	-	-	-	2	9	-	-
E.	Write letters using accepted formats	-	-	-	-	1	5	-	-
F.	Fill out common forms	-	-	1	5	1	5	-	-
G.	Spell correctly	1	10	1	10	2	15	4	25
H.	Punctuate correctly	-	-	4	10	2	9	2	9
I.	Capitalize correctly	1	4	1	4	1	4	1	5
*J.	Write legibly	-	-	-	-	-	-	-	-
		5	27	12	53	13	72	8	43
	Communication Standards Totals	15	80	25	121	29	153	22	116
	Total Number of Skills and Items	29	148	49	245	52	270	40	204

* Not assessed in 1980-81 program.

TABLE B-2

NUMBER OF SKILLS AND ITEMS IN
STATEWIDE STUDENT ASSESSMENT TEST--PART II
(SSAT-II)

Skill No.	Brief Description	No. of Items
	Communication Skills	
11.	Infer the main idea of a selection	6
12.	Find specific information in a selection	4
16.	Infer the cause or effect of an action	5
20.	Identify facts and opinions	6
21.	Identify an unstated opinion	5
26.	Identify source to obtain information on a topic	5
28.	Use index cross-references to find information	6
29.	Use highway and city maps	6
32.	Include necessary information in letters	5
33.	Complete a check and its stub	6
34.	Complete accurately common application forms	6
	Communication Skills Total	60
	Mathematics	
17.	Determine the time between two events	5
24.	Determine equivalent amounts of money	4
30.	Solve problems involving whole numbers	5
32.	Solve problems involving decimal fractions and percents	5
33.	Solve problems involving comparison shopping	5
34.	Solve problems involving a rate of interest	4
35.	Solve purchase problems involving sales tax	5
36.	Solve purchase problems involving discounts	4
37.	Solve problems involving measurement	4
38.	Solve problems involving the area of a rectangle	5
39.	Solve problems involving capacity	4
40.	Solve problems involving weight	5
41.	Find information in graphs and tables	5
	Mathematics Skills Total	60
	SSAT-II Total	120

APPENDIX C

APPENDIX C

TABLE C-1

DESCRIPTION OF STATEWIDE ASSESSMENT RAW SCORE DATA*

	Mathematics	Communication Skills
GRADE 3		
Number of Students	5588	5588
Number of Items	68	80
Mean	60.71	71.47
Standard Deviation	7.50	10.34
Variance	56.21	106.93
Standard Error of Mean	0.10	0.14
Median	63.16	75.34
Quartile Deviation	4.02	4.68
Mode	66.00	79.00
Range	53.00	80.00
GRADE 5		
Number of Students	5791	5791
Number of Items	117	120
Mean	100.08	105.07
Standard Deviation	15.37	14.76
Variance	236.13	217.89
Standard Error of Mean	0.20	0.19
Median	105.01	109.69
Quartile Deviation	9.30	7.35
Mode	113.00	115.00
Range	103.00	98.00
GRADE 8		
Number of Students	5466	5466
Number of Items	114	153
Mean	92.74	132.05
Standard Deviation	18.81	21.14
Variance	353.97	446.84
Standard Error of Mean	0.25	0.29
Median	98.48	139.10
Quartile Deviation	12.31	10.68
Mode	110.00	148.00
Range	112.00	148.00

* Based on 5% sample.

TABLE C-1 (cont'd.)

DESCRIPTION OF STATEWIDE ASSESSMENT RAW SCORE DATA*

	Mathematics	Communication Skills
GRADE 11 (SSAT-I)		
Number of Students	5128	5128
Number of Items	88	116
Mean	73.10	100.01
Standard Deviation	13.83	14.41
Variance	191.19	207.67
Standard Error of Mean	0.19	0.20
Median	77.45	104.42
Quartile Deviation	8.61	7.27
Mode	86.00	bimodal (108,110)
Range	87.0	106.00
GRADE 11 (SSAT-II)		
Number of Students	5128	5128
Number of Items	60	60
Mean	47.88	56.84
Standard Deviation	8.71	5.08
Variance	75.81	25.85
Standard Error of Mean	0.12	0.07
Median	49.62	58.39
Quartile Deviation	6.28	1.50
Mode	57.00	60.00
Range	58.0	59

* Based on 5% sample.

APPENDIX D

TABLE D-1

FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 03

MATHEMATICS

SCALE	F	P	CF	CP	FR	STANINE
68	500	9	5588	100	96	8
67	573	10	5088	91	86	7
66	607	11	4515	81	75	6
65	533	10	3908	70	65	6
64	451	8	3375	60	56	5
63	378	7	2924	52	49	5
62	329	6	2546	46	43	5
61	278	5	2217	40	37	4
60	240	4	1939	35	33	4
59	206	4	1699	30	29	4
58	170	3	1493	27	25	4
57	155	3	1323	24	22	3
56	146	3	1168	21	20	3
55	115	2	1022	18	17	3
54	95	2	907	16	15	3
53	80	1	812	15	14	3
52	78	1	732	13	12	3
51	73	1	654	12	11	2
50	65	1	581	10	10	2
49	62	1	516	9	9	2
48	49	1	454	8	8	2
47	63	1	405	7	7	2
46	47	1	342	6	6	2
45	38	1	295	5	5	2
44	37	1	257	5	4	1
43	29	1	220	4	4	1
42	27	0	191	3	3	1
41	22	0	164	3	3	1
40	20	0	142	3	2	1
39	14	0	122	2	2	1
38	19	0	108	2	2	1
37	8	0	89	2	2	1
36	14	0	81	1	1	1
35	5	0	67	1	1	1
34	11	0	62	1	1	1
33	7	0	51	1	1	1
32	4	0	44	1	1	1
31	10	0	40	1	1	1
30	3	0	30	1	1	1
29	4	0	27	0	1	1
28	6	0	23	0	1	1
27	3	0	17	0	1	1
26	2	0	14	0	1	1
25	2	0	12	0	1	1
24	2	0	10	0	1	1
23	0	0	8	0	1	1
22	0	0	8	0	1	1
21	2	0	8	0	1	1

THERE WAS NO STANINE 9 SINCE MORE THAN 4% OF THE STUDENTS ACHIEVED THE HIGHEST SCORE (68).

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TABLE D-1 (Cont'd)

FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 03

MATHEMATICS SCALE	F	P	CF	CP	PR	STANINE
20	1	0	6	0	1	1
19	3	0	5	0	1	1
18	1	0	2	0	1	1
17	0	0	1	0	1	1
16	0	0	1	0	1	1
15	1	0	1	0	1	1

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FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

TABLE D-2

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 03

COMMUNICATION SKILLS

SCALE	F	P	CF	CP	PR	STANINE
80	524	9	5588	100	95	8
79	697	12	5064	91	84	7
78	619	11	4377	78	73	6
77	493	9	3758	67	63	6
76	414	7	3265	58	55	5
75	360	6	2851	51	48	5
74	283	5	2491	45	42	5
73	212	4	2208	40	38	4
72	196	4	1996	36	34	4
71	169	3	1800	32	31	4
70	148	3	1631	29	28	4
69	133	2	1483	27	25	4
68	103	2	1350	24	23	3
67	113	2	1247	22	21	3
66	102	2	1134	20	19	3
65	79	1	1032	18	18	3
64	79	1	953	17	16	3
63	77	1	874	16	15	3
62	59	1	797	14	14	3
61	63	1	738	13	13	3
60	34	1	675	12	12	3
59	48	1	641	11	11	2
58	38	1	593	11	10	2
57	36	1	555	10	10	2
56	38	1	519	9	9	2
55	33	1	481	9	8	2
54	28	1	448	8	8	2
53	20	0	420	8	7	2
52	33	1	400	7	7	2
51	29	1	367	7	6	2
50	28	1	338	6	6	2
49	21	0	310	6	5	2
48	25	0	289	5	5	2
47	21	0	264	5	5	2
46	18	0	243	4	4	1
45	16	0	225	4	4	1
44	11	0	209	4	4	1
43	24	0	198	4	3	1
42	26	0	174	3	3	1
41	16	0	148	3	3	1
40	12	0	132	2	2	1
39	10	0	120	2	2	1
38	8	0	110	2	2	1
37	7	0	102	2	2	1
36	8	0	95	2	2	1
35	9	0	87	2	1	1
34	9	0	78	1	1	1
33	6	0	69	1	1	1

THERE WAS NO STANINE 9 SINCE MORE THAN 4% OF THE STUDENTS ACHIEVED THE HIGHEST SCORE (80).

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TABLE D-2 (Cont'd)

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 03

COMMUNICATION SKILLS

SCALE	F	P	CF	CP	PR	STANINE
32	10	0	63	1	1	1
31	11	0	53	1	1	1
30	9	0	42	1	1	1
29	8	0	33	1	1	1
28	3	0	25	0	1	1
27	6	0	22	0	1	1
26	1	0	16	0	1	1
25	4	0	15	0	1	1
24	2	0	11	0	1	1
23	0	0	9	0	1	1
22	3	0	9	0	1	1
21	2	0	6	0	1	1
20	0	0	4	0	1	1
19	1	0	4	0	1	1
18	0	0	3	0	1	1
17	0	0	3	0	1	1
16	1	0	3	0	1	1
15	0	0	2	0	1	1
14	0	0	2	0	1	1
13	0	0	2	0	1	1
12	0	0	2	0	1	1
11	0	0	2	0	1	1
10	0	0	2	0	1	1
9	0	0	2	0	1	1
8	0	0	2	0	1	1
7	0	0	2	0	1	1
6	0	0	2	0	1	1
5	0	0	2	0	1	1
4	0	0	2	0	1	1
3	0	0	2	0	1	1
2	0	0	2	0	1	1
1	0	0	2	0	1	1
0	2	0	2	0	1	1

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TABLE 0-3

FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 05

MATHEMATICS

SCALE	F	P	CF	CP	PR	STANINE
117	101	2	5791	100	99	9
116	197	3	5690	98	97	9
115	248	4	5493	95	93	8
114	295	5	5245	91	88	7
113	320	6	4950	85	83	7
112	300	5	4630	80	77	6
111	257	4	4330	75	73	6
110	263	5	4073	70	68	6
109	219	4	3810	66	64	6
108	211	4	3591	62	60	5
107	222	4	3380	58	56	5
106	171	3	3158	55	53	5
105	185	3	2937	52	50	5
104	166	3	2802	48	47	5
103	139	2	2636	46	44	5
102	123	2	2497	43	42	5
101	133	2	2374	41	40	4
100	131	2	2241	39	38	4
99	127	2	2110	36	35	4
98	117	2	1983	34	33	4
97	106	2	1866	32	31	4
96	94	2	1760	30	30	4
95	90	2	1666	29	28	4
94	79	1	1576	27	27	4
93	89	2	1497	26	25	4
92	84	1	1408	24	24	4
91	76	1	1324	23	22	3
90	85	1	1248	22	21	3
89	80	1	1163	20	19	3
88	66	1	1083	19	18	3
87	62	1	1017	18	17	3
86	62	1	955	16	16	3
85	50	1	893	15	15	3
84	38	1	843	15	14	3
83	49	1	805	14	13	3
82	49	1	756	13	13	3
81	39	1	707	12	12	3
80	33	1	668	12	11	2
79	48	1	635	11	11	2
78	40	1	587	10	10	2
77	42	1	547	9	9	2
76	34	1	505	9	8	2
75	30	1	471	8	8	2
74	27	0	441	8	7	2
73	18	0	414	7	7	2
72	21	0	396	7	7	2
71	27	0	375	6	6	2
70	14	0	348	6	6	2

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TABLE O-3 (Cont'd)

FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 05

MATHEMATICS

SCALE	F	P	CF	CP	PR	STANINE	SCALE
69	25	0	334	6	6	2	69
68	27	0	309	5	5	2	68
67	20	0	282	5	5	2	67
66	17	0	262	5	4	1	66
65	15	0	245	4	4	1	65
64	16	0	230	4	4	1	64
63	15	0	214	4	4	1	63
62	17	0	199	3	3	1	62
61	11	0	182	3	3	1	61
60	9	0	171	3	3	1	60
59	20	0	162	3	3	1	59
58	9	0	142	2	2	1	58
57	12	0	133	2	2	1	57
56	12	0	121	2	2	1	56
55	7	0	109	2	2	1	55
54	7	0	102	2	2	1	54
53	15	0	95	2	2	1	53
52	6	0	80	1	1	1	52
51	4	0	74	1	1	1	51
50	4	0	70	1	1	1	50
49	8	0	66	1	1	1	49
48	6	0	58	1	1	1	48
47	4	0	52	1	1	1	47
46	6	0	48	1	1	1	46
45	5	0	42	1	1	1	45
44	7	0	37	1	1	1	44
43	4	0	30	1	1	1	43
42	2	0	26	0	1	1	42
41	3	0	24	0	1	1	41
40	1	0	21	0	1	1	40
39	2	0	20	0	1	1	39
38	2	0	18	0	1	1	38
37	4	0	16	0	1	1	37
36	0	0	12	0	1	1	36
35	1	0	12	0	1	1	35
34	3	0	11	0	1	1	34
33	1	0	8	0	1	1	33
32	2	0	7	0	1	1	32
31	1	0	5	0	1	1	31
30	1	0	4	0	1	1	30
29	1	0	3	0	1	1	29
28	1	0	2	0	1	1	28
27	0	0	1	0	1	1	27
26	0	0	1	0	1	1	26
25	0	0	1	0	1	1	25
24	0	0	1	0	1	1	24
23	0	0	1	0	1	1	23
22	0	0	1	0	1	1	22

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FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 05

MATHEMATICS SCALE	F	P	CF	CP	PR	STANINE	SCALE
21	0	0	1	0	1	1	21
20	0	0	1	0	1	1	20
19	0	0	1	0	1	1	19
18	0	0	1	0	1	1	18
17	0	0	1	0	1	1	17
16	0	0	1	0	1	1	16
15	0	0	1	0	1	1	15
14	0	0	1	0	1	1	14
13	1	0	1	0	1	1	13

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TABLE 0-4

FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 05

COMMUNICATION SKILLS

SCALE	F	P	CF	CP	PR	STANINE	SCALE
120	120	2	5791	100	99	9	120
119	260	4	5671	98	96	8	119
118	292	5	5411	93	91	8	118
117	302	5	5119	88	86	7	117
116	314	5	4817	83	80	7	116
115	330	6	4503	78	75	6	115
114	317	5	4173	72	69	6	114
113	252	5	3856	67	64	6	113
112	273	5	3594	62	60	5	112
111	242	4	3321	57	55	5	111
110	226	4	3079	53	51	5	110
109	202	3	2853	49	48	5	109
108	196	3	2651	46	44	5	108
107	157	3	2455	42	41	5	107
106	165	3	2298	40	38	4	106
105	175	3	2133	37	35	4	105
104	151	3	1958	34	33	4	104
103	132	2	1807	31	30	4	103
102	105	2	1675	29	28	4	102
101	105	2	1570	27	26	4	101
100	104	2	1465	25	24	4	100
99	84	1	1361	24	23	3	99
98	76	1	1277	22	21	3	98
97	77	1	1201	21	20	3	97
96	87	2	1124	19	19	3	96
95	62	1	1037	18	17	3	95
94	65	1	975	17	16	3	94
93	61	1	910	16	15	3	93
92	52	1	849	15	14	3	92
91	45	1	797	14	13	3	91
90	44	1	752	13	13	3	90
89	38	1	708	12	12	3	89
88	45	1	670	12	11	2	88
87	44	1	625	11	10	2	87
86	40	1	581	10	10	2	86
85	38	1	541	9	9	2	85
84	32	1	503	9	8	2	84
83	28	0	471	8	8	2	83
82	30	1	443	8	7	2	82
81	18	0	413	7	7	2	81
80	22	0	395	7	7	2	80
79	18	0	373	6	6	2	79
78	21	0	355	6	6	2	78
77	14	0	334	6	6	2	77
76	24	0	320	6	5	2	76
75	16	0	296	5	5	2	75
74	12	0	280	5	5	2	74
73	13	0	268	5	5	2	73

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FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

TABLE 0-4 (Cont'd)

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 05

COMMUNICATION SKILLS

SCALE	F	P	CF	CP	PR	STANINE	SCALE
72	17	0	255	4	4	1	72
71	12	0	238	4	4	1	71
70	10	0	226	4	4	1	70
69	13	0	216	4	4	1	69
68	11	0	203	4	3	1	68
67	2	0	192	3	3	1	67
66	3	0	190	3	3	1	66
65	9	0	187	3	3	1	65
64	10	0	178	3	3	1	64
63	8	0	168	3	3	1	63
62	9	0	160	3	3	1	62
61	6	0	151	3	3	1	61
60	11	0	145	3	2	1	60
59	3	0	134	2	2	1	59
58	11	0	131	2	2	1	58
57	4	0	120	2	2	1	57
56	10	0	116	2	2	1	56
55	8	0	106	2	2	1	55
54	6	0	93	2	2	1	54
53	4	0	92	2	2	1	53
52	8	0	88	2	1	1	52
51	5	0	80	1	1	1	51
50	5	0	75	1	1	1	50
49	6	0	70	1	1	1	49
48	4	0	64	1	1	1	48
47	5	0	60	1	1	1	47
46	0	0	55	1	1	1	46
45	2	0	55	1	1	1	45
44	7	0	53	1	1	1	44
43	6	0	46	1	1	1	43
42	6	0	40	1	1	1	42
41	3	0	34	1	1	1	41
40	4	0	31	1	1	1	40
39	5	0	27	0	1	1	39
38	2	0	22	0	1	1	38
37	2	0	20	0	1	1	37
36	1	0	18	0	1	1	36
35	5	0	17	0	1	1	35
34	4	0	12	0	1	1	34
33	3	0	8	0	1	1	33
32	1	0	5	0	1	1	32
31	0	0	4	0	1	1	31
30	0	0	4	0	1	1	30
29	0	0	4	0	1	1	29
28	0	0	4	0	1	1	28
27	1	0	4	0	1	1	27
26	1	0	3	0	1	1	26
25	0	0	2	0	1	1	25

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TABLE 0-4 (Cont'd)

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 05

COMMUNICATION SKILLS

SCALE	F	P	CF	CP	PR	STANINE	SCALE
24	0	0	2	0	1	1	24
23	0	0	2	0	1	1	23
22	2	0	2	0	1	1	22

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TABLE 0-5

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 08

MATHEMATICS SCALE	F	P	CF	CP	PR	STANINE	SCALE
114	127	2	5466	100	99	9	114
113	174	3	5339	98	96	8	113
112	216	4	5165	94	93	8	112
111	211	4	4949	91	89	7	111
110	230	4	4738	87	85	7	110
109	188	3	4508	82	81	7	109
108	205	4	4320	79	77	6	108
107	187	3	4115	75	74	6	107
106	185	3	3928	72	70	6	106
105	160	3	3743	68	67	6	105
104	164	3	3583	66	64	6	104
103	143	3	3419	63	61	6	103
102	153	3	3276	60	59	5	102
101	137	3	3123	57	56	5	101
100	136	2	2986	55	53	5	100
99	115	2	2850	52	51	5	99
98	128	2	2735	50	49	5	98
97	90	2	2607	48	47	5	97
96	108	2	2517	46	45	5	96
95	103	2	2409	44	43	5	95
94	86	2	2301	42	41	5	94
93	89	2	2215	41	40	4	93
92	93	2	2126	39	38	4	92
91	105	2	2033	37	36	4	91
90	84	2	1928	35	35	4	90
89	75	1	1844	34	33	4	89
88	87	2	1769	32	32	4	88
87	80	1	1682	31	30	4	87
86	63	1	1602	29	29	4	86
85	76	1	1539	28	27	4	85
84	54	1	1463	27	26	4	84
83	61	1	1409	26	25	4	83
82	59	1	1348	25	24	4	82
81	74	1	1289	24	23	3	81
80	46	1	1215	22	22	3	80
79	51	1	1169	21	21	3	79
78	52	1	1118	20	20	3	78
77	47	1	1066	20	19	3	77
76	53	1	1019	19	18	3	76
75	46	1	966	18	17	3	75
74	55	1	920	17	16	3	74
73	42	1	865	16	15	3	73
72	41	1	823	15	15	3	72
71	44	1	782	14	14	3	71
70	45	1	738	14	13	3	70
69	43	1	693	13	12	3	69
68	40	1	650	12	12	3	68
67	28	1	610	11	11	2	67

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STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 08

MATHEMATICS							SCALE
SCALE	F	P	CF	CP	PR	STANINE	
66	27	0	582	11	10	2	66
65	35	1	555	10	10	2	65
64	27	0	520	10	9	2	64
63	29	1	493	9	9	2	63
62	33	1	464	8	8	2	62
61	20	0	431	8	8	2	61
60	27	0	411	8	7	2	60
59	19	0	384	7	7	2	59
58	22	0	365	7	6	2	58
57	20	0	343	6	6	2	57
56	10	0	323	6	6	2	56
55	17	0	313	6	6	2	55
54	24	0	296	5	5	2	54
53	14	0	272	5	5	2	53
52	20	0	258	5	5	2	52
51	9	0	233	4	4	1	51
50	14	0	229	4	4	1	50
49	12	0	215	4	4	1	49
48	17	0	203	4	4	1	48
47	19	0	186	3	3	1	47
46	13	0	167	3	3	1	46
45	12	0	154	3	3	1	45
44	15	0	142	3	2	1	44
43	10	0	127	2	2	1	43
42	13	0	117	2	2	1	42
41	13	0	104	2	2	1	41
40	9	0	91	2	2	1	40
39	10	0	82	2	1	1	39
38	6	0	72	1	1	1	38
37	8	0	66	1	1	1	37
36	3	0	58	1	1	1	36
35	6	0	55	1	1	1	35
34	3	0	49	1	1	1	34
33	5	0	46	1	1	1	33
32	8	0	41	1	1	1	32
31	2	0	33	1	1	1	31
30	6	0	31	1	1	1	30
29	4	0	25	0	1	1	29
28	5	0	21	0	1	1	28
27	3	0	16	0	1	1	27
26	1	0	13	0	1	1	26
25	3	0	12	0	1	1	25
24	0	0	9	0	1	1	24
23	0	0	9	0	1	1	23
22	0	0	9	0	1	1	22
21	1	0	9	0	1	1	21
20	1	0	8	0	1	1	20
19	0	0	7	0	1	1	19

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TABLE D-5 (Cont'd)

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 08

	MATHEMATICS						
SCALE	F	P	CF	CP	PR	STANINE	SCALE
18	1	0	7	0	1	1	18
17	0	0	6	0	1	1	17
16	0	0	6	0	1	1	16
15	1	0	6	0	1	1	15
14	0	0	5	0	1	1	14
13	0	0	5	0	1	1	13
12	0	0	5	0	1	1	12
11	0	0	5	0	1	1	11
10	1	0	5	0	1	1	10
9	2	0	4	0	1	1	9
8	0	0	2	0	1	1	8
7	0	0	2	0	1	1	7
6	0	0	2	0	1	1	6
5	0	0	2	0	1	1	5
4	0	0	2	0	1	1	4
3	1	0	2	0	1	1	3
2	1	0	1	0	1	1	2

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TABLE D-6

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 08

COMMUNICATION SKILLS

SCALE	F	P	CF	CP	PR	STANINE
153	84	2	5466	100	99	9
152	141	3	5382	98	97	9
151	211	4	5241	96	94	8
150	225	4	5030	92	90	8
149	244	4	4805	88	86	7
148	250	5	4561	83	81	7
147	236	4	4311	79	77	6
146	219	4	4075	75	73	6
145	218	4	3856	71	69	6
144	195	4	3638	67	65	6
143	185	3	3443	63	61	6
142	167	3	3258	60	58	5
141	148	3	3091	57	55	5
140	145	3	2943	54	53	5
139	162	3	2798	51	50	5
138	129	2	2636	48	47	5
137	131	2	2507	46	45	5
136	121	2	2376	43	42	5
135	128	2	2255	41	40	4
134	114	2	2127	39	38	4
133	70	1	2013	37	36	4
132	83	2	1943	36	35	4
131	92	2	1860	34	33	4
130	89	2	1768	32	32	4
129	84	2	1679	31	30	4
128	77	1	1595	29	28	4
127	77	1	1518	28	27	4
126	60	1	1441	26	26	4
125	55	1	1381	25	25	4
124	68	1	1326	24	24	4
123	45	1	1258	23	23	3
122	60	1	1213	22	22	3
121	44	1	1153	21	21	3
120	40	1	1109	20	20	3
119	55	1	1069	20	19	3
118	39	1	1014	19	18	3
117	36	1	975	18	18	3
116	35	1	939	17	17	3
115	38	1	904	17	16	3
114	36	1	866	16	16	3
113	42	1	830	15	15	3
112	29	1	788	14	14	3
111	39	1	759	14	14	3
110	20	0	720	13	13	3
109	23	0	700	13	13	3
108	27	0	677	12	12	3
107	35	1	650	12	12	3
106	22	0	615	11	11	2

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FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 08

COMMUNICATION SKILLS

SCALE	F	P	CF	CP	PR	STANINE
105	31	1	593	11	11	2
104	23	0	562	10	10	2
103	21	0	539	10	10	2
102	18	0	518	9	9	2
101	20	0	500	9	9	2
100	21	0	480	9	9	2
99	16	0	459	8	8	2
98	15	0	443	8	8	2
97	18	0	428	8	8	2
96	15	0	410	8	7	2
95	12	0	395	7	7	2
94	18	0	383	7	7	2
93	15	0	365	7	7	2
92	18	0	350	6	6	2
91	10	0	332	6	6	2
90	12	0	322	6	6	2
89	17	0	310	6	6	2
88	9	0	293	5	5	2
87	17	0	284	5	5	2
86	14	0	267	5	5	2
85	11	0	253	5	5	2
84	4	0	242	4	4	1
83	9	0	233	4	4	1
82	6	0	229	4	4	1
81	8	0	223	4	4	1
80	12	0	215	4	4	1
79	6	0	203	4	4	1
78	11	0	197	4	4	1
77	9	0	186	3	3	1
76	8	0	177	3	3	1
75	10	0	169	3	3	1
74	7	0	159	3	3	1
73	7	0	152	3	3	1
72	5	0	145	3	3	1
71	13	0	140	3	2	1
70	5	0	127	2	2	1
69	1	0	122	2	2	1
68	5	0	121	2	2	1
67	6	0	116	2	2	1
66	4	0	110	2	2	1
65	7	0	106	2	2	1
64	4	0	99	2	2	1
63	4	0	95	2	2	1
62	6	0	91	2	2	1
61	3	0	85	2	2	1
60	3	0	82	2	1	1
59	0	0	79	1	1	1
58	1	0	79	1	1	1

SCALE
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STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 08

COMMUNICATION SKILLS

SCALE	F	P	CF	CP	PR	STANINE	SCALE
57	5	0	78	1	1	1	57
56	7	0	73	1	1	1	56
55	1	0	66	1	1	1	55
54	2	0	65	1	1	1	54
53	4	0	63	1	1	1	53
52	2	0	59	1	1	1	52
51	5	0	57	1	1	1	51
50	6	0	52	1	1	1	50
49	5	0	46	1	1	1	49
48	4	0	41	1	1	1	48
47	2	0	37	1	1	1	47
46	3	0	35	1	1	1	46
45	3	0	32	1	1	1	45
44	2	0	29	1	1	1	44
43	6	0	27	0	1	1	43
42	3	0	21	0	1	1	42
41	0	0	18	0	1	1	41
40	0	0	18	0	1	1	40
39	2	0	18	0	1	1	39
38	3	0	16	0	1	1	38
37	0	0	13	0	1	1	37
36	3	0	13	0	1	1	36
35	2	0	10	0	1	1	35
34	2	0	8	0	1	1	34
33	1	0	6	0	1	1	33
32	0	0	5	0	1	1	32
31	0	0	5	0	1	1	31
30	0	0	5	0	1	1	30
29	1	0	5	0	1	1	29
28	0	0	4	0	1	1	28
27	2	0	4	0	1	1	27
26	0	0	2	0	1	1	26
25	1	0	2	0	1	1	25
24	0	0	1	0	1	1	24
23	0	0	1	0	1	1	23
22	0	0	1	0	1	1	22
21	0	0	1	0	1	1	21
20	0	0	1	0	1	1	20
19	0	0	1	0	1	1	19
18	0	0	1	0	1	1	18
17	0	0	1	0	1	1	17
16	0	0	1	0	1	1	16
15	0	0	1	0	1	1	15
14	0	0	1	0	1	1	14
13	0	0	1	0	1	1	13
12	0	0	1	0	1	1	12
11	0	0	1	0	1	1	11
10	0	0	1	0	1	1	10

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STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 08

COMMUNICATION SKILLS							SCALE
SCALE	F	P	CF	CP	PR	STANINE	9
9	0	0	1	0	1	1	8
8	0	0	1	0	1	1	7
7	0	0	1	0	1	1	6
6	0	0	1	0	1	1	5
5	1	0	1	0	1	1	

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STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 11

MATHEMATICS

SCALE	F	P	CF	CP	PR	STANINE	SCALE
88	178	3	5128	100	98	9	88
87	272	5	4950	97	94	8	87
86	310	6	4678	91	88	7	86
85	297	6	4368	85	82	7	85
84	283	6	4071	79	77	6	84
83	244	5	3788	74	71	6	83
82	209	4	3544	69	67	6	82
81	220	4	3335	65	63	6	81
80	201	4	3115	61	59	5	80
79	170	3	2914	57	55	5	79
78	173	3	2744	54	52	5	78
77	144	3	2571	50	49	5	77
76	138	3	2427	47	46	5	76
75	136	3	2289	45	43	5	75
74	138	3	2153	42	41	5	74
73	117	2	2015	39	38	4	73
72	122	2	1898	37	36	4	72
71	105	2	1776	35	34	4	71
70	107	2	1670	33	32	4	70
69	92	2	1563	30	30	4	69
68	104	2	1471	29	28	4	68
67	84	2	1367	27	26	4	67
66	77	2	1283	25	24	4	66
65	68	1	1206	24	23	3	65
64	89	2	1138	22	21	3	64
63	60	1	1049	20	20	3	63
62	76	1	989	19	19	3	62
61	49	1	913	18	17	3	61
60	72	1	864	17	16	3	60
59	55	1	792	15	15	3	59
58	48	1	737	14	14	3	58
57	59	1	689	13	13	3	57
56	36	1	630	12	12	3	56
55	51	1	594	12	11	2	55
54	36	1	543	11	10	2	54
53	43	1	507	10	9	2	53
52	31	1	464	9	9	2	52
51	32	1	433	8	8	2	51
50	20	0	401	8	8	2	50
49	26	1	381	7	7	2	49
48	29	1	355	7	7	2	48
47	15	0	326	6	6	2	47
46	22	0	311	6	6	2	46
45	23	0	289	6	5	2	45
44	19	0	266	5	5	2	44
43	11	0	247	5	5	2	43
42	17	0	236	5	4	1	42
41	25	0	219	4	4	1	41

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FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 11

TABLE D-7
SSAT - I (Cont'd)

MATHEMATICS							SCALE
SCALE	F	P	CF	CP	PR	STANINE	
40	13	0	194	4	4	1	40
39	10	0	181	4	3	1	39
38	13	0	171	3	3	1	38
37	16	0	158	3	3	1	37
36	14	0	142	3	3	1	36
35	10	0	128	2	2	1	35
34	15	0	118	2	2	1	34
33	7	0	103	2	2	1	33
32	11	0	96	2	2	1	32
31	13	0	85	2	2	1	31
30	8	0	72	1	1	1	30
29	5	0	64	1	1	1	29
28	9	0	59	1	1	1	28
27	9	0	50	1	1	1	27
26	7	0	41	1	1	1	26
25	7	0	34	1	1	1	25
24	7	0	27	1	1	1	24
23	2	0	20	0	1	1	23
22	5	0	18	0	1	1	22
21	2	0	13	0	1	1	21
20	3	0	11	0	1	1	20
19	4	0	8	0	1	1	19
18	0	0	4	0	1	1	18
17	0	0	4	0	1	1	17
16	0	0	4	0	1	1	16
15	2	0	4	0	1	1	15
14	0	0	2	0	1	1	14
13	1	0	2	0	1	1	13
12	0	0	1	0	1	1	12
11	0	0	1	0	1	1	11
10	0	0	1	0	1	1	10
9	0	0	1	0	1	1	9
8	0	0	1	0	1	1	8
7	0	0	1	0	1	1	7
6	0	0	1	0	1	1	6
5	0	0	1	0	1	1	5
4	0	0	1	0	1	1	4
3	0	0	1	0	1	1	3
2	0	0	1	0	1	1	2
1	1	0	1	0	1	1	1

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TABLE D-8
SSAT - I

FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 11

COMMUNICATION SKILLS

SCALE	F	P	CF	CP	PR	STANINE	SCALE
116	55	1	5128	100	99	9	116
115	141	3	5073	99	98	9	115
114	180	4	4932	95	94	8	114
113	212	4	4752	93	91	8	113
112	234	5	4540	89	86	7	112
111	253	5	4306	84	82	7	111
110	257	5	4053	79	77	6	110
109	254	5	3796	74	72	6	109
108	257	5	3542	69	67	6	108
107	236	5	3285	64	62	6	107
106	232	5	3049	59	57	5	106
105	235	5	2817	55	53	5	105
104	221	4	2582	50	48	5	104
103	160	3	2361	46	44	5	103
102	145	3	2201	43	42	5	102
101	150	3	2056	40	39	4	101
100	143	3	1906	37	36	4	100
99	124	2	1763	34	33	4	99
98	115	2	1639	32	31	4	98
97	101	2	1524	30	29	4	97
96	112	2	1423	28	27	4	96
95	82	2	1311	26	25	4	95
94	82	2	1229	24	23	3	94
93	76	1	1147	22	22	3	93
92	86	2	1071	21	20	3	92
91	72	1	985	19	19	3	91
90	36	1	913	18	17	3	90
89	47	1	877	17	17	3	89
88	68	1	830	16	16	3	88
87	56	1	762	15	14	3	87
86	43	1	706	14	13	3	86
85	48	1	663	13	12	3	85
84	39	1	615	12	12	3	84
83	32	1	576	11	11	2	83
82	41	1	544	11	10	2	82
81	35	1	503	10	9	2	81
80	28	1	468	9	9	2	80
79	22	0	440	9	8	2	79
78	23	0	418	8	8	2	78
77	27	1	395	8	7	2	77
76	21	0	368	7	7	2	76
75	22	0	347	7	7	2	75
74	14	0	325	6	6	2	74
73	17	0	311	6	6	2	73
72	20	0	294	6	6	2	72
71	15	0	274	5	5	2	71
70	12	0	259	5	5	2	70
69	15	0	247	5	5	2	69

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TABLE D-8
SSAT - I (Cont'd)

FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 11

COMMUNICATION SKILLS

SCALE	F	P	CF	CP	PR	STANINE	SCALE
68	11	0	232	5	4	1	68
67	12	0	221	4	4	1	67
66	8	0	209	4	4	1	66
65	10	0	201	4	4	1	65
64	9	0	191	4	4	1	64
63	8	0	182	4	3	1	63
62	21	0	174	3	3	1	62
61	11	0	153	3	3	1	61
60	11	0	142	3	3	1	60
59	6	0	131	3	2	1	59
58	9	0	125	2	2	1	58
57	4	0	116	2	2	1	57
56	11	0	112	2	2	1	56
55	5	0	101	2	2	1	55
54	4	0	96	2	2	1	54
53	3	0	92	2	2	1	53
52	8	0	89	2	2	1	52
51	2	0	81	2	2	1	51
50	3	0	79	2	2	1	50
49	8	0	76	1	1	1	49
48	7	0	68	1	1	1	48
47	6	0	61	1	1	1	47
46	2	0	55	1	1	1	46
45	2	0	53	1	1	1	45
44	4	0	51	1	1	1	44
43	2	0	47	1	1	1	43
42	3	0	45	1	1	1	42
41	3	0	42	1	1	1	41
40	2	0	39	1	1	1	40
39	4	0	37	1	1	1	39
38	3	0	33	1	1	1	38
37	5	0	30	1	1	1	37
36	3	0	25	0	1	1	36
35	4	0	22	0	1	1	35
34	4	0	18	0	1	1	34
33	1	0	14	0	1	1	33
32	4	0	13	0	1	1	32
31	1	0	9	0	1	1	31
30	2	0	8	0	1	1	30
29	1	0	6	0	1	1	29
28	0	0	5	0	1	1	28
27	1	0	5	0	1	1	27
26	1	0	4	0	1	1	26
25	1	0	3	0	1	1	25
24	0	0	2	0	1	1	24
23	0	0	2	0	1	1	23
22	0	0	2	0	1	1	22
21	0	0	2	0	1	1	21

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TABLE D-8
SSAT - I (Cont'd)

FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 11

COMMUNICATION SKILLS

SCALE	F	P	CF	CP	PR	STANINE
20	0	0	2	0	1	1
19	1	0	2	0	1	1
18	0	0	1	0	1	1
17	0	0	1	0	1	1
16	0	0	1	0	1	1
15	0	0	1	0	1	1
14	0	0	1	0	1	1
13	0	0	1	0	1	1
12	0	0	1	0	1	1
11	0	0	1	0	1	1
10	1	0	1	0	1	1

SCALE
20
19
18
17
16
15
14
13
12
11
10

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TABLE D-9
SSAT - II

FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 11

MATHEMATICS - SSAT-II

SCALE	F	P	CF	CP	PR	STANINE	SCALE
60	117	2	5128	100	99	9	60
59	202	4	5011	98	96	8	59
58	234	5	4809	94	91	8	58
57	305	6	4575	89	86	7	57
56	270	5	4270	83	81	7	56
55	271	5	4000	78	75	6	55
54	229	4	3729	73	70	6	54
53	258	5	3500	68	66	6	53
52	259	5	3242	63	61	6	52
51	232	5	2933	58	56	5	51
50	213	4	2751	54	52	5	50
49	203	4	2538	49	47	5	49
48	193	4	2339	45	44	5	48
47	191	4	2137	42	40	4	47
46	181	4	1946	38	36	4	46
45	167	3	1765	34	33	4	45
44	153	3	1598	31	30	4	44
43	144	3	1445	28	27	4	43
42	156	3	1301	25	24	4	42
41	117	2	1145	22	21	3	41
40	120	2	1028	20	19	3	40
39	107	2	908	18	17	3	39
38	100	2	801	16	15	3	38
37	94	2	701	14	13	3	37
36	82	2	607	12	11	2	36
35	86	2	525	10	9	2	35
34	78	2	439	9	8	2	34
33	54	1	361	7	7	2	33
32	53	1	307	6	5	2	32
31	40	1	254	5	5	2	31
30	40	1	214	4	4	1	30
29	31	1	174	3	3	1	29
28	19	0	143	3	3	1	28
27	20	0	124	2	2	1	27
26	22	0	104	2	2	1	26
25	15	0	82	2	1	1	25
24	12	0	67	1	1	1	24
23	16	0	55	1	1	1	23
22	4	0	39	1	1	1	22
21	9	0	35	1	1	1	21
20	7	0	26	1	1	1	20
19	7	0	19	0	1	1	19
18	2	0	12	0	1	1	18
17	0	0	10	0	1	1	17
16	3	0	10	0	1	1	16
15	4	0	7	0	1	1	15
14	2	0	3	0	1	1	14
13	0	0	1	0	1	1	13

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TABLE D-9
SSAT - II (Cont'd)

FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 11

MATHEMATICS - SSAT-II

SCALE	F	P	CF	CP	PR	STANINE
12	0	0	1	0	1	1
11	0	0	1	0	1	1
10	0	0	1	0	1	1
9	0	0	1	0	1	1
8	0	0	1	0	1	1
7	0	0	1	0	1	1
6	0	0	1	0	1	1
5	0	0	1	0	1	1
4	0	0	1	0	1	1
3	0	0	1	0	1	1
2	1	0	1	0	1	1

SCALE
12
11
10
9
8
7
6
5
4
3
2

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FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

TABLE D-10
SSAT - II

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 11

COMMUNICATIONS - SSAT-II

SCALE	F	P	CF	CP	PR	STANINE	SCALE
60	1236	24	5128	100	88	7	60
59	1226	24	3892	76	64	6	59
58	892	17	2666	52	43	5	58
57	484	9	1774	35	30	4	57
56	287	6	1290	25	22	3	56
55	224	4	1003	20	17	3	55
54	150	3	779	15	14	3	54
53	96	2	629	12	11	2	53
52	94	2	533	10	9	2	52
51	60	1	439	9	8	2	51
50	54	1	379	7	7	2	50
49	47	1	325	6	6	2	49
48	35	1	278	5	5	2	48
47	32	1	243	5	4	1	47
46	29	1	211	4	4	1	46
45	26	1	182	4	3	1	45
44	16	0	156	3	3	1	44
43	18	0	140	3	3	1	43
42	8	0	122	2	2	1	42
41	9	0	114	2	2	1	41
40	8	0	105	2	2	1	40
39	5	0	97	2	2	1	39
38	7	0	92	2	2	1	38
37	9	0	85	2	2	1	37
36	7	0	76	1	1	1	36
35	5	0	69	1	1	1	35
34	6	0	64	1	1	1	34
33	5	0	58	1	1	1	33
32	8	0	53	1	1	1	32
31	1	0	45	1	1	1	31
30	3	0	44	1	1	1	30
29	6	0	41	1	1	1	29
28	3	0	35	1	1	1	28
27	1	0	32	1	1	1	27
26	4	0	31	1	1	1	26
25	4	0	27	1	1	1	25
24	6	0	23	0	1	1	24
23	4	0	17	0	1	1	23
22	1	0	13	0	1	1	22
21	3	0	12	0	1	1	21
20	2	0	9	0	1	1	20
19	2	0	7	0	1	1	19
18	0	0	5	0	1	1	18
17	0	0	5	0	1	1	17
16	2	0	5	0	1	1	16
15	1	0	3	0	1	1	15
14	0	0	2	0	1	1	14
13	0	0	2	0	1	1	13

THERE WAS NO STANINE 8 OR 9 SINCE MORE THAN 11% OF STUDENTS ACHIEVED THE HIGHEST SCORE (60).

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TABLE D-10
SSAT - II (Cont'd)

FLORIDA STATEWIDE ASSESSMENT OCTOBER 1980

STATEWIDE RAW SCORE FREQUENCY DISTRIBUTION, PERCENTILE, STANINES

GRADE = 11

COMMUNICATIONS - SSAT-II

SCALE	F	P	CF	CP	PR	STANINE	SCALE
12	0	0	2	0	1	1	12
11	0	0	2	0	1	1	11
10	1	0	2	0	1	1	10
9	0	0	1	0	1	1	9
8	0	0	1	0	1	1	8
7	0	0	1	0	1	1	7
6	0	0	1	0	1	1	6
5	0	0	1	0	1	1	5
4	0	0	1	0	1	1	4
3	0	0	1	0	1	1	3
2	0	0	1	0	1	1	2
1	1	0	1	0	1	1	1

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FLORIDA DEPARTMENT OF EDUCATION
STATEWIDE ASSESSMENT PROGRAM - OCTOBER 1980

DATE 02/27/81

CORRECTED POINT-BISERIAL COEFFICIENTS BETWEEN CORRECT ITEM RESPONSE AND THE OTHER ITEMS WITHIN A STANDARD

RANGE OF POINT-BISERIAL COEFFICIENTS	GRADE 3			GRADE 5			GRADE 8			GRADE 11 - SSAT-I		
	COMM.	MATH	TOTALS	COMM.	MATH	TOTALS	COMM.	MATH	TOTALS	COMM.	MATH	TOTALS
.90-.99	0	0	0	0	0	0	0	0	0	0	0	0
.80-.89	0	0	0	0	2	2	0	4	4	0	0	0
.70-.79	0	0	0	4	6	10	1	4	5	0	0	0
.60-.69	9	3	12	11	18	29	9	14	23	0	4	4
.50-.59	30	11	41	19	18	37	28	28	56	10	28	38
.40-.49	15	20	35	36	30	66	52	34	86	41	27	68
.30-.39	15	12	27	27	19	46	43	16	59	41	21	62
.20-.29	9	11	20	16	13	29	19	12	31	19	8	27
.10-.19	2	8	10	7	10	17	1	2	3	5	0	5
.00-.09	0	3	3	0	1	1	0	0	0	0	0	0
TOTALS	80	68	148	120	117	237	153	114	267	116	88	204

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FLORIDA DEPARTMENT OF EDUCATION
STATEWIDE ASSESSMENT PROGRAM - OCTOBER 1980

DATE 02/27/81

CORRECTED POINT-BISERIAL COEFFICIENTS BETWEEN CORRECT ITEM RESPONSE AND THE OTHER ITEMS WITHIN A SUBJECT AREA

RANGE OF POINT-BISERIAL COEFFICIENTS	GRADE 3			GRADE 5			GRADE 8			GRADE 11 - SSAT-I			GRADE 11 - SSAT-II		
	COMM.	MATH	TOTALS	COMM.	MATH	TOTALS	COMM.	MATH	TOTALS	COMM.	MATH	TOTALS	COMM.	MATH	TOTALS
.90-.99	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
.80-.89	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
.70-.79	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
.60-.69	3	0	3	1	0	1	0	6	6	0	1	1	0	0	0
.50-.59	24	6	30	18	15	33	36	28	64	13	18	31	6	5	11
.40-.49	22	23	45	48	48	96	37	42	99	45	39	84	19	20	39
.30-.39	14	16	30	32	27	59	39	26	65	39	17	56	23	17	40
.20-.29	11	15	26	16	15	31	19	5	24	14	11	25	11	9	20
.10-.19	6	6	12	5	9	14	2	7	9	4	2	6	0	6	6
.00-.09	0	2	2	0	3	3	0	0	0	1	0	1	1	3	4
TOTALS	80	68	148	120	117	237	153	114	267	116	88	204	60	60	120

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PHI COEFFICIENTS OF CORRELATION BETWEEN CORRECT ITEM RESPONSE AND MASTERY OF A STANDARD

RANGE OF PHI COEFFICIENTS	GRADE 3			GRADE 5			GRADE 8			GRADE 11 - SSAT-I		
	COMM.	MATH	TOTALS	COMM.	MATH	TOTALS	COMM.	MATH	TOTALS	COMM.	MATH	TOTALS
.90-.99	0	0	0	0	1	1	0	0	0	0	0	0
.80-.89	0	0	0	4	6	10	0	5	5	0	0	0
.70-.79	11	5	16	12	9	21	12	7	19	1	3	4
.60-.69	28	4	32	25	24	49	15	25	40	8	18	26
.50-.59	13	18	31	16	22	38	32	33	65	33	28	61
.40-.49	10	19	29	21	19	40	42	29	71	41	26	67
.30-.39	12	11	23	28	17	45	40	14	54	24	8	32
.20-.29	6	10	16	10	9	19	12	1	13	9	5	14
.10-.19	0	1	1	4	10	14	0	0	0	0	0	0
.00-.09	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	80	68	148	120	117	237	153	114	267	116	88	204

FLORIDA DEPARTMENT OF EDUCATION
STATEWIDE ASSESSMENT PROGRAM - OCTOBER 1980

DATE 03/27/81

PHI COEFFICIENTS OF CORRELATION BETWEEN
MASTERY OF A SKILL AND MASTERY OF THE SUBJECT

RANGE OF PHI COEFFICIENTS	GRADE 11 - SSAT-II		
	COMM.	MATH	TOTALS
.90-.99	0	0	0
.80-.89	0	0	0
.70-.79	0	0	0
.60-.69	0	2	2
.50-.59	5	3	8
.40-.49	3	4	7
.30-.39	3	2	5
.20-.29	0	0	0
.10-.19	0	1	1
.00-.09	0	1	1
TOTALS	11	13	24

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